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Two-and-a-half cheers for the Government's decision to revive the Labour Government's plan to encourage an awareness of microelectronics in schools and colleges. Barely had the last government announced it was to spend £12.5m over five years when it fell from office.

For ideological reasons the newcomers were likely to view the programme with caution, so it is to Mr Carlisle's credit that he has been able to rescue £9m of it from the financial butchery of recent months.

Of course, there is little doubt that looking back in 50 years' time, historians will attach rather more 'significance' to the measures the Government took in response to the micro age than to whether school meals went up by 15p or not. But if £9m over four years seems contemptibly small compared with what our commercial competitors are planning, it should be realized that in the early stages of this sort of programme the sum of money is less important than the manner in which it is spent.

The Government has sensibly notified to follow the French and aim to install a microcomputer in every secondary school (£12.5m might buy about two a school). Instead it is emphasizing the teacher training, curriculum development, and coordination of software (computer-assisted learning programmes) which are an essential preliminary if the assorted keyboards and screens are not to end up unused at the back of school cupboards.

The two junior ministers responsible, Janet Young and Neil Macfarlane, did their homework well. They visited schools and pioneering local authority centres such as Hertfordshire's Advisory Unit for



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## Two and a half cheers for the new microchip package

Computer-based Education, and soon recognized that the hardware, the machines themselves, were not the problem. For a secondary school one of the new cheap microcomputers such as the Research Machines 380Z, is no more expensive than some special piece of sports equipment, and it is just the kind of prestige item that parent-teacher associations are already paying for in some schools.

In the few authorities which seem to be taking the subject seriously, such as LEA, Birmingham, and Hertfordshire, most schools already have a microcomputer or at least a terminal linked to a central mainframe computer. Ideally (if teaching with and about computers is not

to be restricted to a computer studies ghetto) their use in routine history, geography or economics teaching, for example, is to be encouraged, so schools may find due course need several machines. But that can wait.

Much more urgently needed is some central guidance and coordination to help sort out the muddle of unsuitable machinery and duplicated effort that has been the inevitable result of spontaneous growth. Schools need to know which machines to buy (is Clive Sinclair's new cheapie worth having, for example?), and more importantly they need standards by which they can measure computer-assisted learning packages they buy in, or produce for their own use.

Much of the home-made material results of hours of spare-time work, inadequate to be of any use outside school. But the real software breakthrough will only come when it is of enough quality, and technically sound, to be used on all common machines to be distributed widely.

Setting such standards will be one of the first jobs facing the new director of the schools microelectronics programme. Though background work has been done by bodies like the Council for Educational Technology and the Schools Council Computers in the Curriculum project.

So far the Government has been about saying how the money is split between the various priorities, waiting for bids. Perhaps the most important of all is the speed with which in-service and initial in-service courses are set up, so that as teachers as possible (including teachers) can return to their schools spread the gospel.

The weakness of the approach the Government has done nothing to encourage the lazy or sceptical local education authorities to do anything, and this is not yet a widespread educational fad but something vital for every child to know and understand. In years to come, ability with computers will be as much a life skill as basic literacy and numeracy.

One way of prodding the backward might be to set up regional advisory parts of the country with a post (such as the North East), funded by the local authorities and the Government programme.

There followed recommendations that probationers be given a reduced workload, should receive support from a professional centre for further study, and should be encouraged to undertake a pilot scheme, dropped from two, but they at least received a fund from the DES to introduce a three-year probationary period. Welcome among local teachers in a year by no means unanimous. The evaluation of a quarter of heads and teachers in many schools were opposed to a scheme compared with only a few in secondary schools. This is a standard, the smaller the staff the more the problem when one teacher is out of the classroom.

Not was the way the probationary release time universally approved, were themselves critical of the training they received, of the amount of time devoted to this was reduced on experience. In a replacement, staff to cover for training on this scale will have to be a pilot scheme, dropped from two, but they at least received a fund from the DES to introduce a three-year probationary period. Welcome among local teachers in a year by no means unanimous. The evaluation of a quarter of heads and teachers in many schools were opposed to a scheme compared with only a few in secondary schools. This is a standard, the smaller the staff the more the problem when one teacher is out of the classroom.

It would be a pity if the probationary release time universally approved, were themselves critical of the training they received, of the amount of time devoted to this was reduced on experience. In a replacement, staff to cover for training on this scale will have to be a pilot scheme, dropped from two, but they at least received a fund from the DES to introduce a three-year probationary period. Welcome among local teachers in a year by no means unanimous. The evaluation of a quarter of heads and teachers in many schools were opposed to a scheme compared with only a few in secondary schools. This is a standard, the smaller the staff the more the problem when one teacher is out of the classroom.

Only a faint pilot light

With the final report on the Liverpool pilot scheme for the induction of probationary teachers (page 8), following last year's Northumberland and a similar experiment in consideration, the results of a good time to attempt yet to solve the problem of the first year in teaching, an attempt which was undertaken by economic events almost before it had begun.

No comment

Dear Sirs, In our capacity as publicists to express our interest in the Greek translation of the Iliad and the Odyssey, we are much obliged if you will give us a reading copy for consideration. A letter from a Greek translation of the Iliad and the Odyssey, we are much obliged if you will give us a reading copy for consideration. A letter from a Greek translation of the Iliad and the Odyssey, we are much obliged if you will give us a reading copy for consideration.

## NEWS

# £9m micro scheme aims to fight apathy

by Philip Venning

One of all local authorities that have not yet taken part in a survey on computer education have no plans to introduce computers into their schools. The £9m will be spent over four years, starting with £1m this year.

The programme is a modified version of the £12.5m scheme over five years announced by the Labour Government shortly before it left office and before it had taken any decisions on how the money should be spent. At that time a consultative paper was circulated and the Department of Education and Science received more than 50 proposals.

Announcing the programme on Tuesday Lady Young said that they were now open for new suggestions

the author, says. Although the computer industry was facing shortages it was doing little to encourage prospective computer experts of the future.

The chaotic, haphazard way that computer education has grown up in the schools is one of the main reasons the Government announced this week that it would be going ahead with a £9m programme to encourage all secondary schools and colleges to prepare their children for the age of the microchip.

The Government programme aims to make some sense of this muddle by providing central advice and back-up for local authorities, though

it is deliberately not planning to spend money on installing hardware (the computers themselves). This is being left to local initiative. The £9m will be spent over four years, starting with £1m this year.

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and would not be making any allocations until they had received all the bids. Priority is being given to teacher training, curriculum development, and the coordination of software.

Schemes that use microtechnology to assist the teaching of the handicapped will be favourably considered as well as curriculum development in subjects such as science, maths, craft design and technology, business and technical education. The programme will be run by a director who has still to be appointed and will be based at the Council for Educational Technology, Educational Computing, April 1980, 30-31 Islington Green, London N1.

## Peace talks collapse as 60 staff walk out

by Richard Garner

Peace talks to settle the longest running dispute involving teachers' strike action against cuts collapsed this week as 60 members of the National Union of Teachers walked out for the first time.

Elsewhere, strikes intensified with members of the National Association of Schoolmasters/Union of Teachers involved in a two-day walk out for the first time.

It was in Nottinghamshire, however, where prospects for peace looked most bleak. Last week there had been real hope that a special conference of the county council's education committee would resolve a dispute which began after a nursery school was suspended for refusing to teach in conditions, she considered unsafe and educationally unsound.

Union leaders had put forward a peace formula which council members had agreed to put to the meeting. It would have involved the number of sessions they attended where there was inadequate staffing. It would have meant

no more than 26 pupils at a nursery unit where there was a teacher with one assistant.

What emerged from the meeting was a new proposal put forward by county councillors whereby extra staff could be appointed to nursery units but the cash to pay them could be at the expense of the jobs of primary school teachers.

County councillors defended the plan by saying they had improved the pupil/teacher ratio in schools and therefore could afford to lose the primary school jobs. The NUT dismissed the plan as "unacceptable" and decided to boycott talks.

Sarah Bayliss writes:

Strike action by caretakers and other manual workers could close schools again in the London borough of Haringey unless the Labour-controlled council shifts its ground on cuts.

The borough's finance committee meets tonight to decide whether to rubberstamp a £100,000 saving on school cleaning as part of a £1.1m education savings package.

The National Union of Public Employees and the General and Municipal Workers' Union had threatened to strike on Monday over the cut which they estimate means a loss of 57 cleaning jobs.

## Local power plea on 16-19s

Local education authorities should be given sweeping new powers if they are to rationalize 16-19 education, the Local Authority Association has told the Macfarlane Committee.

They recommend that L.E.A.s should have powers to ensure that there is no unnecessary duplication of courses between schools and colleges and that they be given sufficient control over provision for 16-19 year olds.

The present division of powers between L.E.A.s governing bodies and academic boards handicaps both the effective management of institutions and any attempt to ensure the rational distribution and coordination of 16-19 education, the associations point out.

They say that L.E.A.s now want to adopt a more interventionist role in the management of the education service.

Furthermore, they want the responsibilities of the L.E.A.s as employers of staff to be made clear and precise. They recommend that governors and staff should now become accountable to the L.E.A.s for the use of resources within colleges, since they claim there is disturbing evidence of bad management contracting established L.E.A. policy.

big changes in building regulations

down with great precision the proportion of paved to unpaved area in playing spaces and the number of lavatories required, a pupil and that some of the rules on heating and lighting are simply out of date.

The regulations also take no account of recent changes for the over-16s, such as sixth-form colleges. They need fewer playing fields than conventional schools.

Even more urgent, perhaps, is the barrier the regulations present to the Government's plan to encourage local authorities to use the spare space in primary schools created by falling pupil numbers. But many

## Students press for 36% grants rise

The National Union of Students was due to meet Dr Rhodes Boyson, minister responsible for higher education, yesterday to press the claim for a 36 per cent rise in student grants. That was to be followed by mass demonstrations in London and Glasgow in favour of higher grants and against public spending cuts. If the claims were met, students would get a £1,700 a year outside London from September instead of the present £1,245.

The Education Secretary has already dismissed the students' 36 per cent claim as "unrealistic". However, he may be more sympathetic to two other NUS demands. One is to treat students as independent of their parents and therefore eligible for a full grant—if they have supported themselves for more than two years instead of the present three.

Second, students want an extension of mandatory awards to cover certain advanced vocational qualifications, such as law examinations and some medical courses. This point was included in the Labour Government's Bill, but it has been omitted from the Tory's Education Bill.

At yesterday's meeting the NUS was expecting to receive some inkling of the results of the department's triennial review of student grants, the first in six years. The union suspects that the review has been largely a formality because the uncompromising stance of Treasury ministers will not permit any major improvements.

Members acknowledge that they are unlikely to be promised an end to the means test, even in the long term, but they are hoping for some smaller concessions.

## Powys 'broke law' by collecting transport fees

A Welsh education authority is being accused of breaching the law by collecting more than £17,000 from parents for school transport before it can legally charge.

Powys County Council is now holding the money in its coffers to see what happens to the Education Bill, which is moving through the House of Lords. The row started when the council sent letters out to all parents asking them to pay for school buses by February 25. The new system would actually come into force after April 1.

The Advisory Centre for Education has written to the Welsh Office challenging the legality of the council's request since it still remains illegal to charge for transport under Section 55 of the 1944 Education Act.



## For a pay rise, join YOP

by Mark Jackson

Some young workers are paid less than unemployed youngsters working alongside them under the Government's Youth Opportunities Programme, says a report being prepared for the Manpower Services Commission.

This was revealed in a survey to check allegations that some employers are using YOP youngsters as cheap labour.

A team of investigators from Into Work, a voluntary agency funded by the MSC to help monitor its programme, has found under 28 in Cornwall who are receiving about £20 a week in minimum pay. YOP youngsters on work experience get £23.50 a week, together with travel costs above a minimum, from the commission.

Until this week the investigators, who began their survey last year, thought that only farmers were paying any of their workers less than the YOP youngsters' allowance. But the team has now discovered young employees getting just as low pay in hairdressing and catering.

Miss Penny Cooper, who heads the Into Work team, says that, at the same time, there are employers, particularly farmers, who are using YOP youngsters instead of ordinary labour. "After all, they don't have to pay anything for the YOP youngsters, whose allowance comes from the commission."

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## Comment



## Mrs Warnock in the action tray

Did the Education Secretary, battered by rows about cuts and transport charges, make a New Year resolution to take three positive decisions every morning before breakfast?

Papers and pronouncements have certainly been flowing from the office of Mrs Warnock since she took office on January 15.

Action on Warnock, as on micro-electronics, has been long awaited and is a sign of the Government's determination to take action on education.

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## Framework for a fightback

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## NEWS

## Grading system may have caused inaccurate CSE results

by Bob Doe

May: then a third of CSE Mode 3 candidates could be awarded the wrong grades in some exams because of an inaccurate examining method recommended by the Schools Council in 1965, according to Manchester University researcher Nicholas Boreham.

About 100,000 children took Mode 3 exams last year. The Schools Council this week admitted some boards used the method, but only in conjunction with other methods.

The council laid down in Examinations Bulletin no 5 the checks that CSE boards should make of scripts and marked by teachers. Experienced examiners were to mark 20 scripts from each exam. They then graded the scripts and if the average grade was more than half a grade different to the average grade awarded by the teacher to the whole exam group, the teacher's grades were modified. Otherwise the teacher's grades stood.

"This 20-script method is 'rub-buck', Boreham says. Teachers' standards would have to be measured before they would show up in a check like this.

In the latest edition of the journal *Research in Education*, Boreham says the results of four Mode 3 CSE

exams to evaluate the 20-script method. In one, for instance, he found that if the teacher was four marks out in fixing the difference between grades, more than a third of the pupils' entry would be misgraded but there would be only 15 in 1,000 chances of discovery of this by the council's checking methods.

A number of boards had abandoned this technique already though some still used it. Boards should either look at more scripts or concentrate on the crucial borderline scripts, he said.

Mrs Lea Orr of the council's Examinations Research and Development Unit said this method had been suggested as a short-cut, simplified method for moderating teacher assessments in the first years when no one had any experience of CSE, teacher assessed or otherwise.

The examinations bulletin in question emphasized that this was not the only approach to be used and that it was no more than a starting point for the boards to develop better methods.

*Research in Education* No 22 1979 published by Manchester University Press.



Cliffe House School: too expensive to keep.

## Closure in the wings: but the show must go on

by Diane Spencer

There was this police constable called Arthur King who was sent to guard an ancient relic—some old sword stuck in a stone—which had been found on a hillside in the region of Tincleton, Dorset, at the scene's throw from Puddletown, of

It was a particularly cold night so he thought he would take the thing home. He tugged at the sword and surprise, surprise, as soon as he released it, he found himself transported to King Arthur's court in Camelot.

Such is the beginning of *Arthur*, a new musical play which will regale the small community of Tincleton near Dorchester next Monday and for one night in a small theatre in Swanage.

By anyone's standards it is highly entertaining—good plot, music and dialogue. It is remarkable because it is being performed by boys from a school, the mildly retarded, with a little help from a few teachers.

The sad story is that their Cliffe House School is expected to be closed soon.

The school, the only residential one for SEN(M) boys in the county, is likely to fall victim to the poor state of the economy. Cliffe House is a listed building and is becoming increasingly expensive to maintain.

It is a pity that the school, which has been open since 1960, is to be closed. It was a place where many of the boys had found a home and a place to learn.

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## Enthusiasm lacking for induction scheme

by Bert Lodge

Resistance from head teachers has limited the success of the Liverpool pilot induction scheme for probationary teachers, according to the final report on the scheme.

Lack of enthusiasm and confusion are also blamed in four teachers at schools in the pilot area who said that induction was important then other training.

The scheme was launched in 1974 to find a way of settling new teachers into the profession. It ran for four years in a similar experiment in North Wales. More than 1,500 took part in over 200 schools.

"Although there was a local agreement to support the scheme, it was not an education authority being in an induction scheme became evident that there was a stalling resistance among teachers and staff," says the report.

It found that many schools were unwilling to designate a tutor or release their staff to attend the professional induction courses. Probationers were confined to 0.7 of a full-time day in the first year of the scheme.

Heads were expected to place placement staff for the later in the experience. Heads were also expected to place placement staff for the later in the experience.

Practice was for probationers to be placed in a school for a year. "Written out" of the scheme, they were to be placed in a school for a year.

Nearly half of the teachers in primary schools were probationers, but only 3 per cent in secondary schools. The job involved improving probationers' teaching skills.

Tutors in secondary schools considered the probationers' need was to discuss the experience with other teachers and with their teacher-trainer.

In the third year, a survey of all types of contact between probationers and their school over 10 working days. The great majority of contacts were less than 10 minutes and half the instances it was the teacher who had initiated the action.

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## NEWS

## Faith, hope and dyspepsia at Highbury Grove

Bayliss visits a school waiting anxiously for its fate after a long-drawn-out battle with the local authority.

Highbury Grove in North London has been down in the record books for its long-drawn-out battle with the local authority.

At break I was left alone and unannounced with a group of second year sixth boys in their private study-cum-commonroom.

Some of the boys were prefects. The most important senior boys are the six house captains. A coloured flag on the blazer badge shows which house a boy belongs to.

There are about 35 boys in the second year sixth. The previous year gained 40 A level passes and 13 boys went on to higher education. In the past seven years the figure has been more like 16 a year.

"Some of us want to go to college, others want jobs straight away. This school gives us the chance."

The only real means were about caning and having to wear a school uniform at the age of 18.

Canning has figured prominently in debate about Highbury Grove. Mr Norcross is experienced on the subject. On average three boys are caned every fortnight. Deputy headmasters, house masters and heads of departments have the authority to use the cane.

Mr Norcross last caned 15 months ago. "They were three particularly nasty boys who had made the lives of some weaker brethren a thorough misery for a couple of days until I caught up with them. I don't think they are any nicer for being caned, but at least their victims felt the school was sufficiently concerned about their welfare to take action."

I'm presented as a flogging officer. All I do is support those of my staff who think corporal punishment is necessary from time to time."

After break, and keen to see some less traditional teaching, I visited the craft and technical department, which has 10 staff. At various stages boys can choose from an impressive range of subjects: plastics, jewelry, technical drawing, design and technology, woodwork, metalwork and screening, glazing and painting in the art department. In the motor engineering class fourth year boys were exploring engines and—well, they wanted—taking a computer to bits.

Last period of Friday afternoon I spent with a remedial class of 19 first year boys. They were labelling the parts of a bike and then as a treat read American comic books at the end of the lesson.

I had spent lunch in the York house dining room where York house boys eat every day with their York House teachers. It was undoubtedly "civilized". On Fridays the staff chip in for bottles of wine.

"We are not afraid of using words like selection and streaming and we practice what we preach. We are not afraid of using words like selection and streaming and we practice what we preach. We are not afraid of using words like selection and streaming and we practice what we preach."

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Lawrence Norcross: "How can they kill the goose that lays the golden eggs?"

## Job reference critics face expulsion

Members of a teaching union could face expulsion in future if they criticize a colleague in a job reference or wherever without telling him or her what they have done. This is the result of a new clause being inserted in the code of conduct of the Assistant Masters' and Mistresses' Association, which has been agreed by the union's executive committee.

It advises teachers it would be injurious "for any teacher to make a report which contains criticism of the work or conduct of another teacher without at the time acquainting the teacher concerned with the nature of it, if it be an oral report, or without showing it, if it be written, and allowing the teacher concerned to make a reply of it."

Mr Peter Smith, assistant secretary of AMMA, said: "If there was openness and frankness in such matters, it would be far better from the point of view of the teacher if he is teaching badly what he knows about it."

"In an extreme and bad case where it was quite clear there had been some element of positive duplicity on the part of the teacher making the report, his or her continued membership of the association would certainly come into question."

## Left-wingers likely to obey strike call

The TUC's call for a one-day general strike against the cuts is likely to be answered by widespread unofficial strikes on the part of left-wing teachers.

Delegates to a weekend conference organized by the National Union of Teachers Rank and File group decided to press their union executives to call a national strike on Wednesday, May 14. However, they were urged to believe their call was unlikely to be supported by the executive and decided to lay the groundwork for unofficial strike action by teachers throughout the country.

They plan to compile a register of schools prepared to make strike action on May 14, and to impose an 11-point code of practice against the cuts.

So far the NUT executive has agreed to back the Government's action in a new round of cuts. It is a decision which has been made a decision about the May 14 day of action.

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## Appeal for 'general studies'

General studies should be a subject in its own right, the National Association of Teachers in Further and Higher Education say in a new policy statement published last week. It should not just be added to the timetables of further education colleges as an afterthought. Neither should it be treated as part of the remedial programme. It had been relegated to the end of the teaching day or week and so had not been taken seriously by students.

General Studies: NATFHE, price 35p. The Education Council's requirement that general studies be part of all TEC programmes but criticized the haste with which the schemes had been prepared. It also welcomed the trend towards assessing student's work; the subject was regarded as being non-examinable. Assessment increased students' incentive and made the objects of the courses more tangible for other teachers and employers.

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**The Dartington Conference**  
New Horizons for Education  
The Dartington Conference is a series of conferences for teachers and educationalists. The first conference was held in 1974 and was a great success. The second conference was held in 1977 and was also a great success. The third conference was held in 1980 and was also a great success. The fourth conference was held in 1983 and was also a great success. The fifth conference was held in 1986 and was also a great success. The sixth conference was held in 1989 and was also a great success. The seventh conference was held in 1992 and was also a great success. The eighth conference was held in 1995 and was also a great success. The ninth conference was held in 1998 and was also a great success. The tenth conference was held in 2001 and was also a great success. The eleventh conference was held in 2004 and was also a great success. The twelfth conference was held in 2007 and was also a great success. The thirteenth conference was held in 2010 and was also a great success. 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## More parents join move to 'consumer watchdogs' on schools

by Rick Rogers

A Liverpool parents' group is planning to set up a new kind of consumer watchdog service for education—a community education council (CEC)—along the lines of the existing NHS-based community health councils.

At a special public meeting organized by the Liverpool Association of Parents Concerned with Education, local voluntary organizations agreed to establish a working party to investigate how best to win official backing for the new-style body and what its objectives should be.

It is the second group to decide to go for a community education council. Last March, the Islington branch of the Campaign for the Advancement of State Education (CASE) in North London put forward a detailed plan for a local CEC. The basic aim was to "bring more openness and effectiveness to the planning and delivery of the education service".

To do that, a CEC needs to be given some key statutory powers, similar to those of CHCs. They should include stated rights of access to all educational premises (parents can technically still be accused of trespassing in their child's school); access to information (including confidential documents) on and participation in the development of local educational policies; the right to compel administrators and professionals in the education service to use the CEC forum to argue and test out ideas and proposals for action to allow changes to be made and support gained for those proposals.

A CEC would have to be serviced by a full-time staff, with mem-

bers, governors, local authorities and voluntary organizations. The aim is to enable a CEC to monitor provision, initiate research and make specific recommendations about the education services provided. The cost of a CEC—with three full-time workers—has been estimated at about £32,400 a year (£3.5m for a national network).

Islington CASE, working through the Islington Voluntary Action Council, was hoping to acquire funding through the Hackney/Islington inner city partnership scheme. But already Islington has had to lower its sights and is accepting more modest, i.e. originated forms of participation.

The Inner London Education Authority wants to push its own ideas of lay input into the education services and, through the partnership scheme, a proposal has been put up for two education advice centres and a local coordinating committee for just a part of the Islington borough. The cost has been estimated at £25,000 to £30,000 a year—almost the cost of a CEC.

One advice centre will be based at Islington Green Comprehensive, which is being developed into a wider-ranging community school serving more adult education and youth service needs.

"The Liverpool parents' desire to set up a CEC has, like Islington's, grown out of what is seen as the persistent failure of the local authority to consult properly about key educational decisions and a lack of coordination between public services such as education, health and welfare. One common complaint is the low level of public participation in the education service."

## Teachers prepare to fight 8 per cent in services All lines reduced in Ealing

by Richard Garner

"Massive reductions" says the sign in the discount store showroom next to Ealing Town Hall. There is a cruel irony to it in an area singled out by teachers' leaders as having the biggest percentage reduction in this year's crop of education budgets.

Ealing councillors are planning to cut their budget by £3.8m next year—a cut of 8 per cent in real terms—and the move is to be fiercely resisted by teachers. The National Union of Teachers will strike for half a day in protest on Tuesday and hold a rally and demonstration.

Their main concern is over a proposal to axe 180 teaching jobs—only half of which can be accounted for by falling rolls in schools. They believe that cannot be achieved without redundancies.

In particular, they are worried about the plight of first year teachers in Ealing since the council is introducing a ban on allowing rising-fives into schools this year. That proposal alone is likely to cut the intake of pupils next autumn by 3,000.

Mr Martin Gerald, secretary of the Ealing Association of the NUT, said: "We are very worried about what happens to those teachers who will not have any classes to teach because of this proposal."

"The money you don't spend before they go to school has to be spent afterwards to recoup lost ground. These children will not recoup lost ground and only those who have paid for pre-school education will be in a situation to compete well in school."

The move is also being opposed by the newly formed Ealing Three-to-Five Education Action Group, one of whose members, Mrs Jenny Myers, said: "The vast majority of the children in the borough would have started school in September. In effect, the council is cutting nursery provision by half because they will all have to stay at home a second year."



Ironie shop front.

However, the cuts are spread over the whole of the education service, £400,000 being saved on the school meals budget, the capitation allowance being pegged and economies being sought in fuel costs by extending the Christmas break next year and cutting short summer and Easter holidays to compensate.

The school meals cuts will include the introduction of a self-financing cafeteria-type service in

all the borough's high schools. An increase in the price of dinner to 50p as soon as the Bill becomes law.

The NUT action is to stop at next week's ballot. They have already insisted on covering for absent staff after the authority cut the 10. Now education officials hiring part-time teachers on a day basis.

## Leavers in front line of 'national service' plan

by Betka Zamoyka

Since its abolition in 1961, any mention of national service conjures up grim memories of bawling drill sergeants or forced marches to unquotable army songs.

Recently, however, ideas for a new kind of national service have been discussed in Parliament for three main reasons: rising unemployment among young people; the social and environmental needs of the country; and the debatable question of whether or not we should strengthen the country's defences.

The Bishop of London in the House of Lords has put forward proposals for a national youth community service and Hugh Fraser, MP for Stafford and Stone, has suggested the first step towards a national military service: an enforced registration of all school leavers who could be called upon in an emergency.

Tony Marlow, MP for Northampton North, thinks that should be a first step.

In a speech, Mr Marlow said: "I am not talking about a scheme of national service for boys and girls aged 16 to 18. It would start with three months of something like basic training, where the young people would come together as a team and work on a variety of tasks, on adventure training, on community service, on environmental work."

"They would not be outside and get fitter," he said. "They would be in a team, each other's support, and how to react to their peers in a way that most have never had the opportunity to do."

After the first three months, it would be optional, involving environmental or social work or, alternatively, if people wanted to do it — "and no one would force anyone to do anything," he said — people could join the Army, the

Royal Navy or the Royal Air Force. After a period of one or 10 months further training there, they could move on to the reserves.

Despite opinions to the contrary by military experts, he also firmly believes that there should be a bigger reserve of trained men able to take part in the defence of the country.

"You can't turn recruits into military experts in nine months," he said, "but they could learn to master some of the necessary skills such as map reading or navigating a route across country or acquiring basic knowledge of communications systems."

"Although recruitment has greatly increased in recent months, the army alone still needs between 5,000-10,000 more soldiers to fill jobs throughout the ranks. Their reserve force, the Territorial Army, which trains those in other occupations in their free time, is looking for about 12,000 new members."

Mr Marlow said that the scheme would have to be funded partly from money that would be saved by unemployment benefits being paid to unemployed people. "They would have to get pocket money," he said.

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## You don't have to be clever to be a scientist, says Nobel winner

by Bob Doo

No one needs to be brainy to become a successful research scientist, says Nobel prizewinner Sir Peter Medawar. In *Advice to a Young Scientist*, published this week on his sixty-fifth birthday, Sir Peter says: common sense, application, concentration and not being deterred by failure are more important.

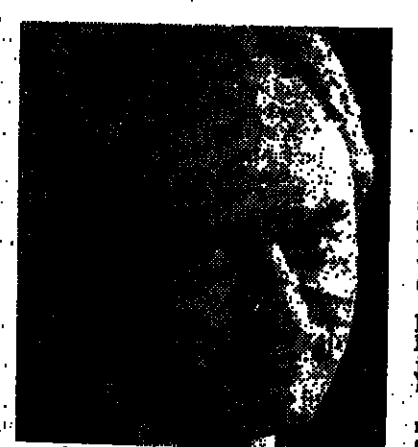
To illustrate what he means by common sense, he offers the following example: "To many eyes some of the figures of El Greco's paintings seem unnaturally tall and thin. An ophthalmologist surmised that they were drawn so because El Greco suffered a defect of vision that made him see that way, and so he saw them, so he would draw them."

Anyone who sees instantly that this is nonsense must be rather bright and anyone who cannot, even after it is explained, must be dull, Sir Peter says.

"People will make it if they are absolutely determined to fight their way in by hook or by crook, even if they have not got the paper qualifications," he said. Sir Peter, who turned 65 last week, has enjoyed three and a half inches of scientific accolades in *Who's Who*.

Beginning his research career in Florey's laboratory in the early 1930s, Sir Peter turned to the problem of the rejection of transplanted tissue for which he was awarded his Nobel prize in 1960. After university professorships he directed the National Institute for Medical Research and is now working on a vaccine to combat cancer.

His views on the education of scientists are in marked contrast to those of many academic scientists. He claims not to have learnt anything of importance as an undergraduate. He read Zoology which, he says left him plenty of time to



Sir Peter Medawar: common sense is more important.

Many potentially good researchers would not even match up to the upper second hurdle of grant giving bodies.

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think, do other things and so on. Because of this he cannot understand why a young man should have to take a degree for a science.

Unlike university scientists are appalled by the suggestion of the content of A level science, Sir Peter does not think schools should attempt to teach science beyond imparting the excitement of discovery and the wonderful beauty of the order of things.

"Science is a cultural and intellectual experience everyone should have because it is a wonderful fact, not because they will use it," he says.

The idea that everyone should have a scientific education is a noble one, says Margaret Thatcher (a chemist) was not a scientist, but she was a brilliant minister for being a scientist.

"A level physics is a waste of time if it gives you the opinion that you are qualified to do anything. Only the young who are interested in the science profession will be trusted."

Though his book admits that scientists have a tendency to what they want to believe of the evidence, he said the reliance of the whole profession on a few scientists is a weakness — these exceptions corrected — these exceptions corrected — these exceptions corrected.

He writes: "I cannot imagine scientists of any age better than this: the intensity of vision that a hypothesis is not based on whether it is not."

*Advice to a young scientist* and Row, London, £4.95.

# Are you teaching a Master?

That child who keeps asking for more paint and paper. Perhaps he's a budding Picasso.

For 33 years the National Exhibition of Children's Art has recognised the artistic potential of children.

Now organised by Cadbury, it provides a forum for public recognition of their work.

Entries are invited for the 1980/81 Exhibition to be judged by a committee under the chairmanship of Sir Hugh Casson, President of the Royal Academy. There are four age groups ranging from under 7 up to 17 years of age.

Between September 1980 and spring 1981 art and craft-work selected by the committee will be on view at art galleries in London and other major cities.

Awards to the value of £2,500 will also be made.

To get more information and entry forms please contact: Granby Marketing Service Limited, Orient House, Granby Row, Manchester M1 7AU.

Closing date for entries is April 26th 1980.

Who knows, you might even discover the young master's earliest known work.

**Cadbury's National Exhibition of Children's Art 1980.**









The BBC crew film through a window



## OVERSEAS NEWS

West Germany

## Women student numbers rocket to record level

by David Dungworth

The number of women students in West Germany increased strikingly during the past five years. Of the 27,400 new admissions to universities and colleges of similar status in the summer term of 1979, a record 41 per cent were women. Their numbers have increased by nearly 100,000 since 1974, and women currently constitute almost 36 per cent of the student population, compared with only 19 per cent in 1950.

Although women now form a growing proportion of the students studying previously male-dominated subjects like economics, journalism and social sciences, and are even making their presence felt in engineering and technology, the majority continue to follow traditionally "female courses" such as art, languages and teacher training. Women make up 46.6 per cent of the students in colleges of art, and 74.9 per

cent of those in colleges and university faculties of education. In spite of deteriorating employment prospects as a result of economic restrictions and falling school rolls, 65 per cent of women students still intend to enter the teaching profession. Repeated warnings by the Länder ministers of education have, however, been mainly responsible for the contraction of 28 per cent in the number of young people enrolling in teacher training courses between 1974 and 1979 when the student population as a whole rose by 26 per cent to its present total of 893,000.

The highest growth rate among women students was in faculties of medicine, where their numbers soared by 77 per cent. This compares with an overall expansion of 14 per cent in the number of medical students, four out of 10 of whom are now women.

Republic of Ireland

## Teachers v. television in fresh row over corporal punishment

by John Walsh

Controversy over corporal punishment in Irish schools has blown up once again, following claims that some teachers are using excessive physical punishment. The primary teachers' union took the State's national television station to task when it reported on 10 cases in which Education Ministry regulations were allegedly breached.

The union's complaint was that the programme, which was part of a series on the use of punishment in schools, was biased against the teachers' union. It claimed that the programme was biased against the teachers' union, who it claimed were being unfairly treated. The programme was said to be biased against the teachers' union, who it claimed were being unfairly treated.

be used by a wise and prudent parent. Ministry regulations state that corporal punishment should be administered only in cases of serious misbehaviour, and should not be administered for minor offences. The union claims that the programme was biased against the teachers' union, who it claimed were being unfairly treated. The programme was said to be biased against the teachers' union, who it claimed were being unfairly treated.



Merv Wellington: refusing to speak to students

New Zealand

## Minister calls in police to probe leak

by Lindsay Hayes

A full-scale police inquiry is under way in Wellington over the leaking of a confidential Cabinet paper on university funding to the New Zealand students' association.

Wellington, the Education Minister, who believes the leak contravenes the Official Secrets Act.

The Cabinet Expenditure Committee paper contains detailed information on the five-year block grants for New Zealand's seven universities, including tuition fees, increases and staff cutback plans.

Mr Wellington released the total NZ\$640,300,000 (£278,400,000) allocation, but few further details. He has accused the students' association of leaking the information, and refused to speak to them until they stop "playing politics". He said the distribution of the Cabinet paper confirmed his fears that the association was intent on embarrassing the Government.

South Africa

## 'Inferior' education one trigger for black riots

by John Kane-Berman

JOHANNESBURG

South Africa's "inferior" black education system was an indirect cause of the racial violence which erupted in Soweto, Johannesburg's black township, on June 16, 1976. This is one of the conclusions of a judicial commission of inquiry whose report was tabled in Parliament in Cape Town last week. Conducted by a senior judge, Mr Justice Cillie, the inquiry was commissioned by the South African Government.

Judge Cillie's long-awaited findings are the first public official confirmation of a widespread view among South African educationists, black and white.

According to the report, 575 people died in the first eight months of the disturbances, 78 per cent of them at the hands of police action. One hundred and thirty-four of the dead were under the age of 18, and 431 schools were damaged or destroyed by arson.

Racial discrimination in general is cited by Judge Cillie as one of the other causes of the "insurrection".

The riots originated in bitter resentment among Soweto school children against the Department of Bantu Education's policy of compelling high school pupils to study half the curriculum—including difficult subjects like mathematics—in the Afrikaans language.

Given a choice, the vast majority of pupils and teachers would have chosen English for all their high-school subjects. In theory, the Afrikaans rule could be suspended if there were not enough teachers proficient in that language. But the department turned a deaf ear to school boards' appeals which black parents were represented.

The education authorities in Soweto at the time said that if black pupils did not like the system they could stay away from school because education for blacks was not compulsory in South Africa.

The Cillie report is critical of what it calls the "take it or leave it attitude" which created the impression that the authorities were "inaccessible and unresponsive". As a result, "agitations" and "intimidations" were able to exploit the pupils' grievances to organize a boycott of classes, which the police in turn said they were powerless to prevent, precisely because school attendance was not compulsory.

The boycott swelled into a mass protest march of 6,000 pupils which erupted into violence after police, who were throwing youngsters, opened fire.

A wave of "unbridled destruction" swept the township, rapidly spreading to other townships, all over the country.

Judge Cillie finds that the "black consciousness" philosophy, "whose aim is that every black should be

come proudly aware of his 'ness', had infused almost all political and social groups including the South African Students' Organisation (SASO), the South African Students' Movement (SASM), the South African Students' Congress (SAC), and the South African Students' Union (SASU). These organizations, and others, were outlawed by the only SASO and the SASU, the banned African National Congress (ANC) and the Congress Party (CP) played a role in the riots and in the violence, according to Cillie.

School boycotts, attendance and intimidation throughout the second half of 1976, and the more restricted aspects of the black education system, were responsible to a degree.

Judge Cillie says that the state took over black education to educate the black pupils in a way that he would be responsible to the white and to the slave of the white.

Other observers say that this attitude among black educationists was a premeditated policy to educate the black pupils in a way that he would be responsible to the white and to the slave of the white.

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## OVERSEAS NEWS

Jencks's latest book says breeding, not brains, is the key to economic success

## Intelligence no way to get ahead in America

Clive Cookson

Who gets ahead? asks the famous Harvard sociologist Christopher Jencks in his latest book, *Who Gets Ahead?* The answer, he says, is not intelligence. There is no simple answer, of course, but the study includes that being born into the family with a college education and high intelligence has surprisingly little effect.

The study is essentially an extremely thorough reanalysis of five national surveys, including census data, and six more restricted samples of American men. (Professor Jencks explains apologetically the lack of suitable data for women.)

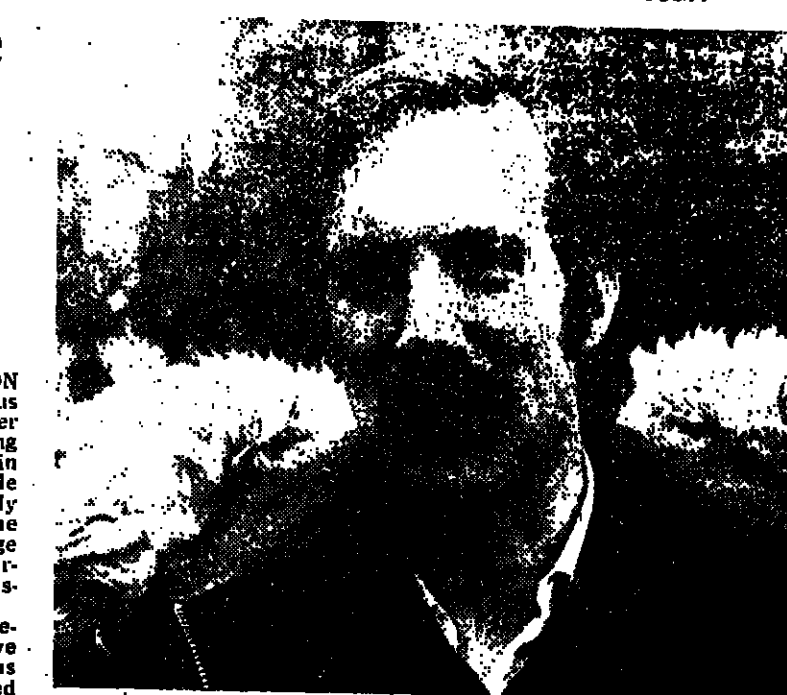
Looking purely at economic success, the influence of the family is less marked: family background was responsible for 15 to 35 per cent of the variance in men's earnings, the study found.

But Professor Jencks turns out to have an extremely broad definition of "family background": "everything that makes men with one set of parents different from men with a different set of parents".

This definition includes genetic inheritance as well as the demographic factors by which most previous investigators have measured family background—social class, race, parental income and education, family size, and so on. Who gets ahead? found that standard measures of demographic characteristics explained about two thirds of the overall variance in earnings, looking at personal characteristics and abilities, the Jencks study came to the conclusion that non-cognitive personal traits are just as important for career success as academic ability or cognitive skill.

A 15-point difference in intelligence test scores will, on average, produce only a 14 per cent difference in lifetime earnings. As the book points out, this is very small compared with the overall earnings gap between rich and poor Americans—the best-paid fifth earn about five times as much as the poorest fifth.

Nevertheless, out of all the measures, intelligence is the most powerful. Intelligence is the most powerful predictor of earnings, and so on. The study found that the influence of most measured background characteristics on occupational status declined somewhat between the early 1960s and early 1970s (one weakness of *Who Gets Ahead?* is that all the data it uses are at least five years old). But there was insufficient evidence to judge whether the unmeasured background effects also became



Harvard sociologist Christopher Jencks: if you are not going on to college, finishing high school is less useful than Americans generally assume.

explained 48 per cent of the variance in men's occupational status (defined in terms of job prestige and earnings, and measured on the so-called Duncan scale).

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## Marking system is fair—but incomprehensible

Bill Purvis

THE MARKING system for the Australian School Certificate is fair, but few people can understand it. However, a special report on the new marking system, even though it is a long and complex one, is being published by the Education Department.

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THE maximum score for a course would be 100, and the lower scores would be very low. Alongside the course score, the certificate should carry a "secondary entry subject score" which would be calculated on the same unit-score scale as at present, with a unit score per subject of 25 and a standard deviation of 22. This score would be an estimate of the level of performance of a candidate in a given subject if all students who had sat for the HSC examination in that particular year had taken the same subject.

It is essentially a prediction of probable performance, rather than an indication of actual performance. As such, it is of great value, but its distinction, between the nature of the "course score" and the "secondary entry subject score" must be kept clear. Further, the certificate should continue to show an "aggregate score" as at present, based on the best 10-unit scores from the tertiary entry subject scores, and as at present, the percentile band in which a candidate's aggregate score falls should be given.

The second recommendation, which is to be published in the first recommendation, is to be published in the first recommendation.

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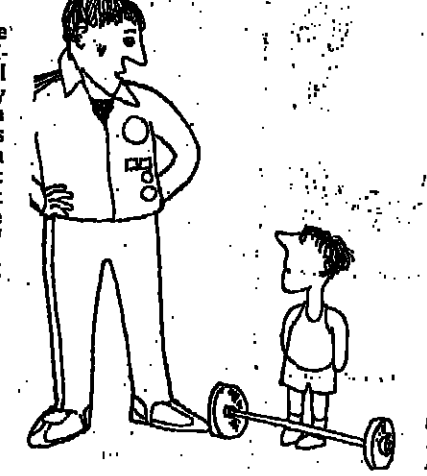
Sports Diary

Don Anthony

Leisure as  
a lifestyle

Where industry is making such provision, it is usually only for the executive elite. Even our most modern housing estates are deserts when it comes to gymnastic rooms, swimming pools, and squash courts—directly provided in basements or on roof tops of high rise flats.

A new phenomenon now states us in the face—massive unemployment. What are we going to do if



"Come on Arnold, or we won't be ready for Moscow, will we?"

there are five million by the 1990s?  
I have long thought that a more meaningful life involves a human being as a physical, mental, and social organism—sports.

But sports cannot fulfil a vision unplanned and unthought. To bring the facilities to ensure that sports are the sense of awareness brings them close to making us must invest generally in a profession of recreation and sports coaching. These will complement the efforts of the tens of thousands of sports officials on successful sports organisations.

The new "profession" of physical educationists, but geared to involve whole communities and times, rather than the leisure of a few. They will have to be visionaries which will help others to solve the problems of forced leisure, long been the curse of sport now.

Will we in the future each other, not as an engineer, bricklayer, or as a gymnast, but as a man? Will we be able to help to make the man's Zen? Can we help to create a stable, a focus, a sense of the leisure world of the distant future?

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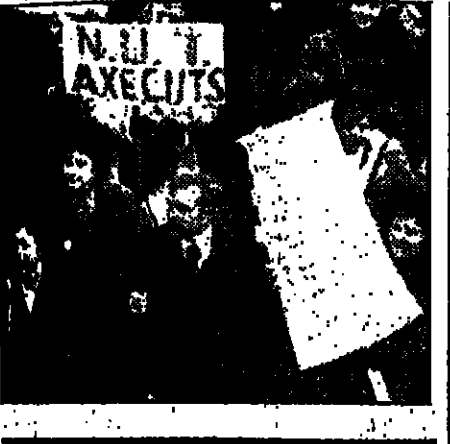
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features

Four days  
in  
February

Avon teachers have been taking strong action against the education cuts.  
Last month a group of them kept a 'strikers' diary'



Tuesday

After much heart-searching, we're officially on strike this week, with a dozen other secondary schools in the county.

What an opportunity to catch up on marking, to repair disintegrating textbooks and copy out worksheets! But first we're arranged to meet our colleagues and the press to explain why our classes have been cancelled.

Supplies of everything were already low when the cuts-on-cuts came this year. Then the precipitately "saved" on the education budget left us with empty store cupboards, decaying buildings, an impoverished curriculum, strained morale, and the growing bewilderment of youngsters who, in this asset-stripping exercise, are having their future written off.

The unscheduled withdrawal of teachers at Christmas punched holes in the timetable through which whole classes disappeared. Remedial groups were dispersed, options dropped; music for 1,500 children was to be nominally provided by a single probationary teacher. English was to be taught by a specialist. Who cares what teachers are trained for, provided they soldier on with as many mangled pupils as can be packed into the classroom?

Our jobs are ultimately threatened by falling rolls, and our masters have warned that the disenchantment of parents with "centres of agitation" will hasten the closure of schools where teachers are militant.

Perhaps the thought we are a mild, cautious, sincere and long-suffering lot. Only half the staff are out today, but almost everyone, including the headmaster, has signed a letter to the local paper deploring the damage inflicted by the drastic lack of funds.

While we're discussing this the television news marches in (an hour late) and while a replay of what has been said. The ensuing mismanagement produces a few glances, for which we are rebuked by the media. Then we divide into groups to respond to the "broadcasters' predictable challenge: "Isn't this an irresponsible thing to do?"

Wednesday

Outside the glassy fortress of the educational administration, we gather on the windswept pavement and give a series of passionately moderate interviews. Are we handling the interviewers as well as they are handling us?

Forty members of our school staff have turned out, and each day more schools vote to join the strike rota. How much of our experience will emerge from the film footage and the shorthand squiggles on the journalists' notepads? Last term, the media gave as much coverage to the vehemence of one critical parent as to thousands of angry teachers in a demonstration that filled the city centre.

Eventually, a small deputation is received by an august functionary, who has no power to speak for the director, but concedes that an audience may be granted in two or three weeks' time.

We go home, draft a leaflet for distribution to parents, and later welcome the chirpily complacent Chairwoman of the School Governors for coffee and biscuits. She's not surprised that our employers are too busy to see us.

"They're quite used to protesters, my dears. Rantacrowd doesn't worry them." She chides us for our "hysterical" reactions, hints at Communist infiltration, reminisces about the high standards reached by classes of 50 in her youth, and reminds us that she herself had six children. "You should try 36", mutters a biology teacher, "in a lab built for 21".

Had we considered self-help? Parents love to be involved in bazaars; they take pride in paying for resources. We've heard similar exhortations before. Knit yourself a new library. Mend the boiler with melted-down bottle-tops. Raffle a hamper and equip a lab. Win a physicist for a year by guessing the combined weight of the Education Committee.

They are to meet shortly to debate our plight, and as we thank the lady-governor for coming, she says she will let fellow-members know how we feel.

Thursday

Collect leaflets and deliver them from door to door in our catchment area. Reception largely sympathetic. Our message, to families suggests drawing on the county's financial reserves to tackle this man-made emergency. We would be cheating parents if we pretended that their children could be properly taught in present conditions.

Trudging round the neighbourhood, a geographer complains that even off companies now charge for the hire of films that were formerly free, and most of the maps he has in school show countries that no longer exist.

Inflation, we hear on the radio news, is presently running at 18.4 per cent, so there's little comfort in the promise of a "financial standstill". "No more cuts" as the executioner said to the severed head.

Indeed, the rhetoric of local statesmen invites us to admire the dexterity with which we are decapitated. They boast of their firm stand and their swift strokes, while the service bleeds to death.

Hence tomorrow's assembly of councillors; convened at the instigation of the minority party, who wish them to spare a thought for what is happening in schools before the end of March when the next bi-monthly Education Committee meeting falls due.

Friday

A small room has been chosen for this public display of democracy-in-action and the crowd outside is informed that few of them will be admitted. A tall young man with a placard chats about a visit to Prime Minister's question time in the Commons.

"Was it an official school trip?" inquires a parent. "Did you take any of the kids?" "Actually," he replies, after a graceful pause, "I am a kid."

Upstairs, the parties are in separate enclaves, and when, at length, they converge around the table, the majority group has evidently concluded that silence will serve their purposes better than speech. They set down their papers, fold their hands, and close their eyes.

Some younger members, with gold pens and wide-awake ties, converse among themselves, while a Labour spokesman proposes that an immediate improvement should be sought in schools where staffing reductions have caused difficulties.

A supporter of the motion recalls "the halcyon days" when teachers' organizations were asked to comment on policy decisions. Not that teachers seek to usurp the function of the elected representatives. Far from it. Offer them the courtesy of consultation, and they will gratefully co-operate in whatever you desire, accepting redeployment, and phasing themselves out if necessary.

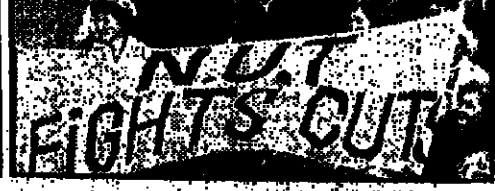
In due course, the Chairman of the Education Committee makes his usual bald and obdurate statement—no more money, no commitment to change—and the Chairman of the County Council urbanely wraps it up. Amid a ritual exchange of compliments—observations appreciated, confrontation condemned—comatose councillors are roused to cast their votes; and the motion is heavily defeated.

If that was an emergency session, pre-serve us from witnessing one of the routine sort. Reality recedes as the voiceless public sits round the council chamber, as passive, stifled and suppressed as if we had been swallowed up by a box constrictor, and were being sluggish absorbed by digestive juices.

It's an expensive process, too. Add up the councillors' attendance fees for two-and-a-half somnolent hours, at £12 per head, and you get the equivalent of six weeks' salary for a well-qualified teacher: a substantial donation from the public purse; unattainable by jumble sales.

Tonight, on regional television, the Chairman announces that he discerns "elements of goodwill" among teachers. Fancy that. Only days ago, he was talking of litigation against us for breaking our contracts. It all goes to show that even civic dignitaries can polish up their diplomacy, just as teachers can, with practice, improve their techniques of communication.

We've gained a little confidence with microphones, so perhaps some inkling of the truth, some sense of urgency, has filtered through to other people. Let's hope so. For this generation of children, time is running out.





# Going the non-competitive way

Will the current proposals for exam reform do any more than tinker with the existing system?

Peter Newell reports on some radical changes going on in Australia

Teachers who are desperate to relieve their school's curricula from the A level stranglehold, and are less than satisfied with the reform proposals which are designed to relax the hold, should take a look at developments in Victoria, South Australia.

There, teachers in two small alternative community schools in Melbourne were sickened, like many of their colleagues throughout the state, by a university dominated Higher Schools Certificate (HSC), which imposed a curriculum and externally assessed their students in a highly competitive way. Many of them found the examination particularly unsatisfactory because it discriminated against minority ethnic groups and working class families. They decided, simply, to drop HSC and seek support from colleges, universities and employers for their own alternative plans and assessed certificates. It was to be non-competitive with students fully involved in course planning and self-assessment.

The late 1960s and early 1970s were, according to Paul Reid, "Tertiary Entrance Project Officer" with the Victorian Secondary Teachers' Association, a "period of ferment, with lots of internal curriculum development in schools, and internal assessment at lower levels. Many teachers came to see that foisting HSC on the end of the secondary school programme was entirely illogical—and that the exam was anyway culturally very biased."

HSC was normally taken as a one-year course in 50 subjects (out of a choice of about 50). The university entrance requirement was normally passes in four subjects, including English.

Dissatisfaction with the HSC was not confined to schools; it was also shared by the universities, many of the other colleges of advanced education, teacher-training institutions, and so on; found it very unsatisfactory both as a selection device and as a predictor of success in advanced studies.

Sydney Road Community School, and St Kilda Alternative School, the first to take the step of dropping HSC, were encouraged by a particular tertiary institution—Prahran College of Advanced Education—which called a meeting of school representatives to discuss the HSC in 1971.

The first "non-competitive" Tertiary Certificate (STC) group was formed, initially with six schools. By last summer this had grown to 12, of which three are small community schools, one a small independent school, and the others large urban high schools.

The principles of STC include student involvement in both individual curriculum planning and assessment, and an entirely non-competitive, descriptive approach to assessment. Paul Reid says this at first horrified the universities, but by sticking to their guns, and talking a great deal to parents, employers and all the tertiary institutions, the STC group have achieved a remarkable degree of acceptance.

There are 23 tertiary institutions in Victoria, including four universities. Of those, 14, including three of the universi-

ties, have now accepted STC students. Seven have not been approached, leaving Monash University and one teacher training college that have held out.

While the HSC pass rate in many schools is only 30 per cent, 70 per cent of STC students seeking tertiary places have got them. Many large-size employers—the Army, the public services, and so on—had previously relied on HSC for selection. But great progress has also been made in converting them.

All that development has taken place, sadly, against a background of official harassment and opposition: the director of secondary education for Victoria has sent yearly memos to school principals reaffirming his faith in HSC; and universities, while unofficially sympathetic (particularly within some subject departments), have refused to give any formal recognition.

Those official attitudes are no doubt partly explained by the fact that the STC development has rather eclipsed a government-sponsored plan to reform HSC along rather less radical lines—a two-group examination devised by a new body called the Victorian Institute of Secondary Education (VISE), which is taking over in 1981 from the Victorian Universities and Schools Examination Board which has run HSC.

The Group 1 examination will be similar to HSC, extended to 100 subjects. Group 2, will be a more school-based in design and assessment, although there is already debate about how much individual schools will be able to contribute to it. Critical teacher observers have already noticed that VISE is putting more time and resources into Group 1, at the expense of the more radical Group 2.

VISE board members have to be fair, shown a keen interest in STC, and were obviously influenced by it in planning their Group 2. But equally, the influence of the Victorian Education Department and university administrations would appear to have diluted the logic of full-scale examination reform.

The STC group has recognised the value of involving external influences in school planning, in particular tertiary teachers and employers. "Moderation"

is not an appropriate term for a non-competitive assessment, but the six STC consultative committees, covering English, social science, maths, science, commerce and creative arts, do seek agreements on expectations and requirements.

Successful completion of an STC programme requires 12 units of study, including three units of English. A unit is one term's work in one subject, and a year's work in a subject counts for three units. Most subjects are accredited for three units, but some shorter courses are also accredited as one or two units.

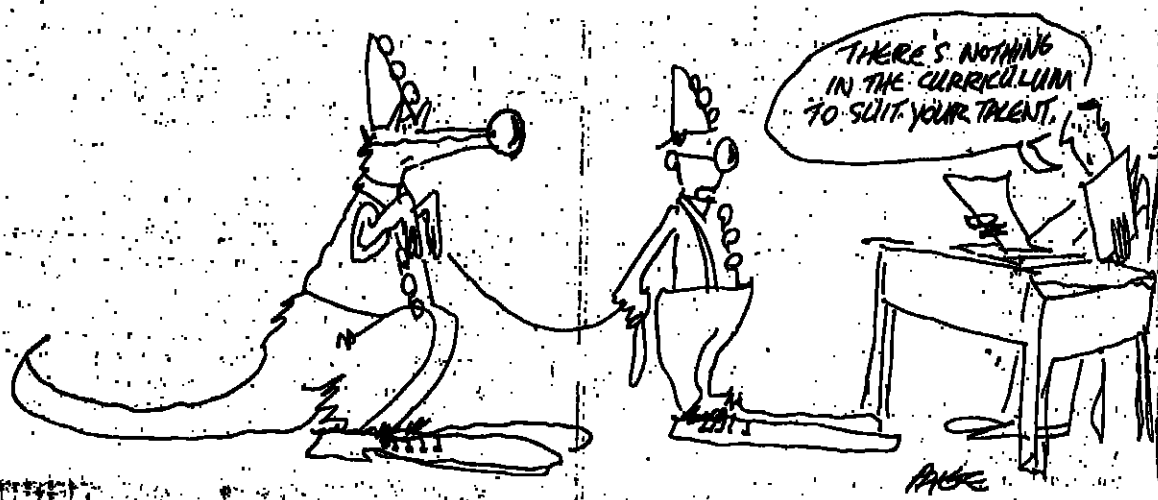
In the introduction to the third edition of the STC Handbook, its editor, Paul Reid, writes: "The handbook is a response to the need for school-based standards, curricula, and is evidence of the vitality in secondary education in Victoria, and of the ability of responsible classroom teachers to develop courses to meet the needs of their students, and to prepare them realistically to meet the challenges and demands of a changed and changing economic environment that has profoundly altered the opportunities available to young people."

In 1979 for the first time the Australian Schools Commission financed the handbook; previously, much of the support had come from the Victorian Secondary Teachers' Association.

The handbook reviews the criticisms of HSC: "It is too narrow, being primarily a university entrance test, and far from the real needs of most students; the fixed syllabus prevents students and teachers from taking up topics and subjects of real value an interest to them; and the exam is a hit-or-miss affair."

The development of school-based courses and assessment, on the other hand, "enables teachers to meet the needs of students rather than faceless examiners. They can also teach students to accept a measure of real responsibility by sharing in the planning and assessment of their own courses, thus gaining better understanding of their abilities, critical knowledge of their own efforts, and awareness of the value of the work done by others."

The principles of the courses have been written into a constitution by the STC Group.



● The content of particular subjects will not be prescribed centrally. Member schools therefore will be able to develop subjects and to create their own syllabuses in existing subjects.

● Student participation in the development and management of the STC courses in the school will be a mandatory element of the courses as a whole, and of each subject.

● Courses will be made up of a minimum of four full-year subjects or their equivalent in shorter units (e.g. 12 term-long units).

● The equivalent of one full-year subject will be devoted to developing English language skills appropriate to the student's aspirations.

● The course should also include work experience or practical experience in a field appropriate to the student's study and/or career interests.

● The group will not use or endorse any form of assessment which grades student against student, or school against school, for the purpose of selection of students for courses of tertiary study or for employment.

● The group will encourage the development of cooperative student-teacher methods of assessment, aimed at obtaining a realistic assessment of the student's capacity to begin a job or chosen course of study at a tertiary institution. Such methods necessarily require a precise statement of objectives before a period of work is begun.

Courses developed by schools which have accepted these principles and joined the STC Group are forwarded to the appropriate subject consultative committee, which is made up of staff from member schools teaching in that subject area, with outside advisers. They meet at least three times a term, to discuss course content, methods and assessment, and to examine work submitted by each other's students, to help in developing "reasonable" and "where appropriate" uniform expectations.

They also discuss requirements or expectations of tertiary institutions, and arrange link-ups and visits between

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schools and colleges. They discuss course proposals with schools wanting to join the group, and recommend to the "Group Council" (with representatives from all member institutions) the accreditation of courses proposed by members.

On completing an STC course, a student receives:

● An STC certificate, indicating subject names and the number of successful units completed.

● Academic subject assessments, providing detailed written reports of the work done in each subject.

● A tertiary recommendation report, if appropriate.

● A student's personal statement, outlining a personal perspective on the student's proposed career, mentioning work experience and so on.

● References.

The STC Handbook gives details of the schools involved, and a brief explanation by each school of how and why they wanted to develop school-based assessment. For example, "Our sixth form course began from the recognition in 1976 that all students were not being adequately catered for by HSC. The system was not flexible enough to cater for the variety of needs and backgrounds of the students (Flemington High School)."

"Competitive assessment is not used or endorsed at any level at Sydney Road Community School. It is expected that learning will take place in cooperative and supportive groups, aiming to help every member succeed in what he or she wants to do."

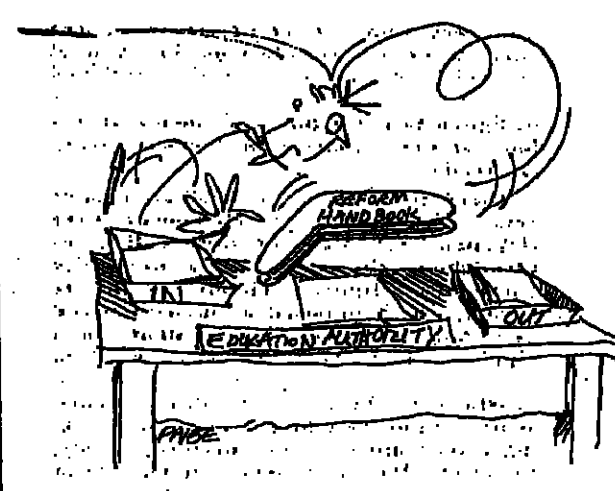
"In Year 12, that principle is welded to the notion of standards by a system of regular self-assessment, group assessment and teacher assessment of students' work. Twice a term, specific goals for each subject are decided on by students and teachers, and at the end of each six-week period students' success in achieving those goals is evaluated. That results in extended discussion of aims and achievements and written assessments by both teacher and student."

"An integral part of our school's philosophy is that we do not support competitive assessment of students. We believe that the 'successful' sixth year student is one who has satisfactorily completed the year, having regard to a wide range of factors including his/her literary and methodological competence, involvement and participation in this initiation and management of activities, and contribution to the general functioning of the school community" (St Kilda Alternative School).

The Handbook also contains course outlines within each of the subject areas, covering aims, content, organization and methods of assessment.

It will be interesting to see how the relationship of the STC Group to the new VISE-sponsored Group 1 and 2 exams develops. There seem to be two views within STC schools. One can see the enormous advantages for official tertiary and employer recognition of allowing STC to be absorbed in the new Group 2 proposals, perhaps pushing VISE into a more radical stance in the process.

The other group sees the STC principles being watered down almost beyond recog-



nition by any such absorption. All, of course, see the value of keeping closely in touch with VISE and with all tertiary institutions, and continuing to promote the logic of the STC principles.

The stunted growth of school-based Mode 3 Certificate of Secondary Education (CSE) courses in Britain, and the continued dominance of "O" level and the similar Mode 1 CSE, should make the STC schools wary of departing from their principles.

The implications of STC for frustrated British secondary teachers are obvious. You do not have to wait for the Schools Council or HMI or DES to stumble towards minor reforms of the existing stranglehold.

You just have to swallow hard, and then start to gain the approval of students, parents, college teachers and employers for school-based, non-competitive assessment. The Victorian experience suggests that such a move could prove to be a breakthrough.

There are, of course, already some embryonic moves to explore similar alternatives to external exams, often based on pupil profiles, and many individual teachers, and even schools, would support the STC principles. Some of them have come together to examine the various proposals and to encourage further experiment.

PRISE (Programme for Reform in Secondary Education), recently held a conference in Oxford, and a further one is planned this year, when it is expected that individual schools and further education colleges will be submitting plans for implementing non-competitive certification schemes, similar to the STC approach.

It remains to be seen whether they will have any success in persuading universities, colleges and polytechnics or large-scale employers to look on them other than sceptically.

Peter Newell is director of the Advisory Centre for Education, London. Paul Reid can be contacted at 35 Elizabeth Street, North Richmond, Victoria 3121, Australia.

The Secretary of PRISE is Zoh Image, c/o Camden and Westminster Teachers' Centre, 100 Stanhope Street, London NW1.







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## extra Read, mark, learn

Mary Jane Drummond on English books

A First Sentence Dictionary. By Andrew Fergus. Hulton Educational £1.60. A First Sentence Dictionary. Workbooks 1-3. By Marguerite Turnbull. Hulton Educational 75p each. Practice on the Basic Skills English. Books 3, 4 and 5. By D. Newton and D. Smith. Collins 55p each. English Everywhere. By Græne Kent. Whetton 1 and 2 £1.20 each 3 and 4 £1.40 each. Oxford Junior English Workbooks 1-5. By Oliver Gregory. Teachers' book £2.50. Oxford University Press. The Second Reading and Writing Book. By Margaret Heine. Heinemann Educational £3.50.

If only the publishers of series for schools would make more modest claims for their books, it would be very much easier to see what is genuinely worthwhile in them. But when a graded English series sets out to be a complete English course for children in primary and middle schools (English Everywhere) or to "lead children naturally to oral and written composition and the logical expression of ideas" (First Sentence Dictionary Workbooks), one's immediate reaction is not enthusiastic but sceptical.

Most of the books reviewed here are guilty of this particular public nuisance, but some are more guilty than others. The offence is most irritating when the series could serve one purpose quite successfully, but not the other claims that are made for it. These claims sound much grander, but are quite inappropriate. The First Sentence Dictionary and its accompanying workbooks are the worst offenders here. The dictionary, which gives simple definitions in complete sentences for children, is a reading book like a very good idea. But it is not good because the dictionary is not a dictionary. It is a "nice dress you are wearing" or "a girl who is not a girl" or "an insect is very small". The selection of words seems equally uninspired: notable absences include "pirate", "dinosaur", "electric", "wizard", and "robot". "Mandy" has lovely eyes in her hair and "I read a story about a little girl who lived in a wood" are unlikely to add much to anyone's free writing. The three workbooks are equally uninspired. They give ideas that are relevant to a child's life, but they are not relevant to a child's life. They are not relevant to a child's life.

The workbooks consist of pages of imperatives with no scope for individual variation. For example, "Draw a picture that goes with this sentence. The cat is under the table." The truth of the matter is that the books are not relevant to a child's life. They are not relevant to a child's life. They are not relevant to a child's life.

continued from previous page

upon it. "Grant me patience, Lord, for I am a sinner." On the other hand, the book is a "perceptive discussion of the importance of play, examples of children's writing, exposition of the importance of the imagination in the teaching of maths, might all have appeared in books 15 or even 25 years ago. Then I realized that the book is still relevant to the primary schools that it is intended for.

is that the dictionary will help children with accurate spelling; the notebooks may keep some of the children occupied some of the time, but nothing more. With the publication of Books 3, 4 and 5 of Practice in the Basic Skills English, the series is now complete; and the publisher cannot resist the temptation to comment that now the series gives children the opportunity to practise and improve all the essential skills of English. It would have been more accurate to have claimed that at least these books will not do anyone any harm.

There are dozens and dozens of graded exercises in punctuation, plurals, contractions, abbreviations and so on, even a few comprehension exercises. (Incidentally, I have often wondered who invented the idea that comprehension could best be taught with isolated pas-



Mrs Plug the Plumber is one of a refreshing new series of books by Allan Ahlberg (Kestrel £1.55, Puffin 60p each). Mr Biff the Bookworm and the Jockey et al will be reviewed soon in TES.

ages from isolated books, and I still wonder why the practice has persisted so long. The passages used for comprehension here are worse than usual, but are strangely at odds with the very low-level questions that follow.

There are many other details that leave much to be desired—for example, the use of the alphabet in the illustrations. The "chrysalis", "Christmas", "chiropractor" and "chestnut" without any comment or explanation—but, as a whole, it's a harmless enough series. If you can overlook the total absence of humour and human interest.

English Everywhere makes the widest claims of all: "Children are introduced to literature, drama, mime, poetry, language development and the use of reference books. These four workbooks are certainly more appealing than the Collins series, with scope for individual responses and a loosely topic-based approach. Unfortunately they would be very difficult to use with a class, because there is no index or list of activities so there is no easy way of selecting work on a particular skill for an individual child or group of children. Some of the activities are more stimulating than others; an exercise in punctuation, for instance, ("we go to school it is very nice there") seems to undermine some of the interest expressed in creative writing. There are some curious reading lists, one of which tells the

child: "you will find this hard to read just yet. It is not least some of the children who will probably find it easy enough."

Now for the good news. The English Series leaves the schemes at the starting point of good many readers. The books are colourful, uncluttered, relevant; the books are easy to use. The exercises are easy to find, reading content is highly interesting and informative. The exercises and techniques such as modelling are used skilfully and effectively. English is given wherever possible, the origin of the apostrophe (for example) and best, of all, the text

is not, widespread criticism has been levelled at contemporary school mathematics. One reason for this is that the influence of massive failures in basic computation could switch attention to the early eighties, now concentrated largely on increased emphasis on graded mechanical exercises and consolidating process. This raises further questions. Could "drill" unduly dominate, restrict mathematical thinking?

Teachers, especially those most limited and seriously harassed by financial stringency, will face a nice problem in making book choices. Of the 133 "Units of Work" included in Target Mathematics, the book is a nice proportion. More often it is associated with practical questions or problems, periodically followed by "bookwork" pages. A sensible balance of two-figure numbers is included in Unit 86, when place

value is helpfully illustrated, using squared paper and abacus. Bar charts, clock times, simple geometric shapes, ideas of symmetry, fractions, cross-number puzzles and metric lengths and measures are all suitably introduced and applied. Throughout, illustrative material is effectively integrated and the printing admirably clear.

Books 5-8 of Follow-up Maths, available only as a set, follow Nos 1-4 which, introduced in 1977, concentrated on basic number work. Each new book explores a main theme, comprehensively planned "to supplement any mathematics course in any school". The wide range of exercises and activities, tapped should intensify interest. For example, time aspects range from seconds to years, include the 24-hour clock and digital watch face, use travel time-tables and introduce pendulum swing times, rates of burning candles and egg timers. Sequential development is carefully planned. Suitably interspersed pages of checks facilitate effective book use by the individual, group or class. The claim of contents being successfully tested with pupils differing in age and background suggests validation of use by those needing reinforcement for diverse individual reasons. Basic aims, however, remain clear—to ensure that pupils can measure and tell time, become thoroughly acquainted with our money system, understand and use decimals and vulgar fractions.

The book's attraction is enhanced by the clear blue print, the adult use of a second colour and the pleasing selection of illustrative material. Each final page supplies teachers' notes, suggesting emphases, adjustments for bright

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Target Mathematics Book 1. By D. Slater. Hulton £1.35. Follow-up Maths. Books 5-8. By Paul Britten. Hulton £1.35. Blackie Practice Workbooks 4 and 5. By Gordon Pemberton. Blackie 55p and 60p each. Practice in the Basic Skills. By D. Newton and D. Smith. Mathematics 3. Collins. Follow-up Maths 1. By H. D. Sexton. Arnold 98p.

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extra

# The Renaissance for juniors and other tales

Henry Pluckrose describes the background to some of the series which he has written and offers advice to aspiring authors

It was in the early sixties that I began my career as a freelance writer. My first article was the result of an invitation I received from the editor of the weekly magazine *Teachers World*. In a brief telephone conversation he told me that he wanted 400 words, a picture and a diagram within four days, concluding with the hope that my efforts would make a lively page. Flattered, I accepted and then struggled to meet what was to prove an impossible deadline. The words just would not come, every idea I had ever had about children's art seemed inappropriate (or plain boring) when I came to write about it... and until I wrote something how could I involve the photographer who had been commissioned to "stand by and work as instructed"?

Summoned to the editor's office to explain my failure, I remember musing that writing was rather harder than I had thought it would be. My excuses seemed hollow and

gems. Yet the disciplines of coping with deadlines and writing to a predetermined length proved excellent training. With some 70 books behind me (and several yet to come), I have learnt a little of what publishers of educational material need of their authors. Moreover, I hope that in sharing my experiences some latter-day Unstead will emerge to inspire the next generation of publishers to produce more exciting packages than they have managed hitherto.

Package. It is a dull, commercial word, smacking of the counting house rather than the library or the infant's reading corner. But package aptly describes how the commissioning editor of the publishing house will evaluate your manuscript. How large is the market? Does it meet a demand? Is it in keeping with current educational practice? Has a book covering a similar topic already been produced by another publishing house? Looked at in this way your idea of a brilliant explanation of the Renaissance for the

costs from home sales, their profits coming from its sale overseas. This almost automatically alters a writer's style and can reduce local colour in a book considerably. Recently, for example, I was preparing an information book on "Transport" for children of pre-school age. As the colour plates were likely to be purchased by publishers in Canada, US, Sweden and Germany, I needed



Line drawing from Let's Use the Locality for use as a visual aid in the classroom

to include examples from each country. On the day the text was finished I received a note telling me that Finnish rights had been negotiated—and requesting that I now make use of a photograph of a Finnish passenger plane landing at an unpronounceable airport on the Russian border. Obviously the possibility of an overseas market will mean that some books can be published even though home sales may be small. Conversely it also means that before a publisher commissions yet another book on "Norman England", planned and written for five-year-olds, of average ability attending a typical village school in Sussex (or Westmorland) he will need to assure himself that it will sell widely enough to meet all its production and marketing costs (and make a small profit from home sales).

If, at this stage, financial restraints make publication somewhat of a risk, two other aspects of the educational market may influence the final decision. Can the material be published in any other way—for example as work cards, wall charts or as slides supported by a cassette? Alternatively, can the material be published in a more cost-effective form, such as photographs and line drawings? Illustrate how this process of development, taking examples from the list of Mills and Boon Ltd, has been published a number of times.

In 1970 I was commissioned to

write an historical source book for teachers ("Let's use the Locality"). It sold reasonably well and prompted the publishers to explore the possibility of producing a series of visual history books for children of junior and middle-school age. To this end I prepared a dummy on the parish church (full text supplied, possible photographs and line drawings in rough). Could this basic approach be applied to the topics as varied as the Sea Shore, Castles, London, Farms, Houses, Roads...? Several experienced writers were invited to discuss the idea and the *On Location* series was born.

Each of these books was based upon the original church "dummy" format, page size, style, illustrative material. The writers who worked with me were certainly allowed to prepare their own manuscript but within very clearly defined restraints. The market had been determined. Their task was to write for it.

The series sold in its own right and at the same time encouraged teachers to turn to "Let's use the Locality" for ideas on further historical research. Each book (there were 16 in all) consolidated the others in the series and individual titles were purchased by schools because their absence spoilt the usefulness of the set (as well as the general appearance of the library shelves).

At one stage we considered extending the concept of *On Location*



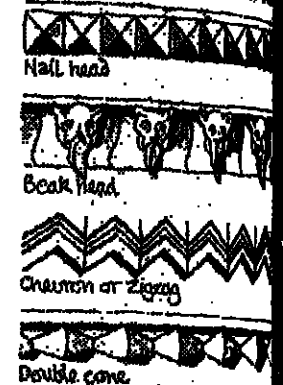
Contemporary design tends to emphasize photographs rather than line drawings. The Norman church of St Mary and St David, Kilpeck, Herefordshire (History Around Us—Saxon and Norman Britain) Photograph and drawings by kind permission of Mills and Boon Ltd

enough to send kindly letters of rejection to 95 per cent of would-be authors. Looking back to my first brush with a commissioning editor, I sometimes wonder why I persevered. Perhaps the answer lies in the fact that he had paid an advance on my manuscript and (like most editors) could bear the thought of losing money.

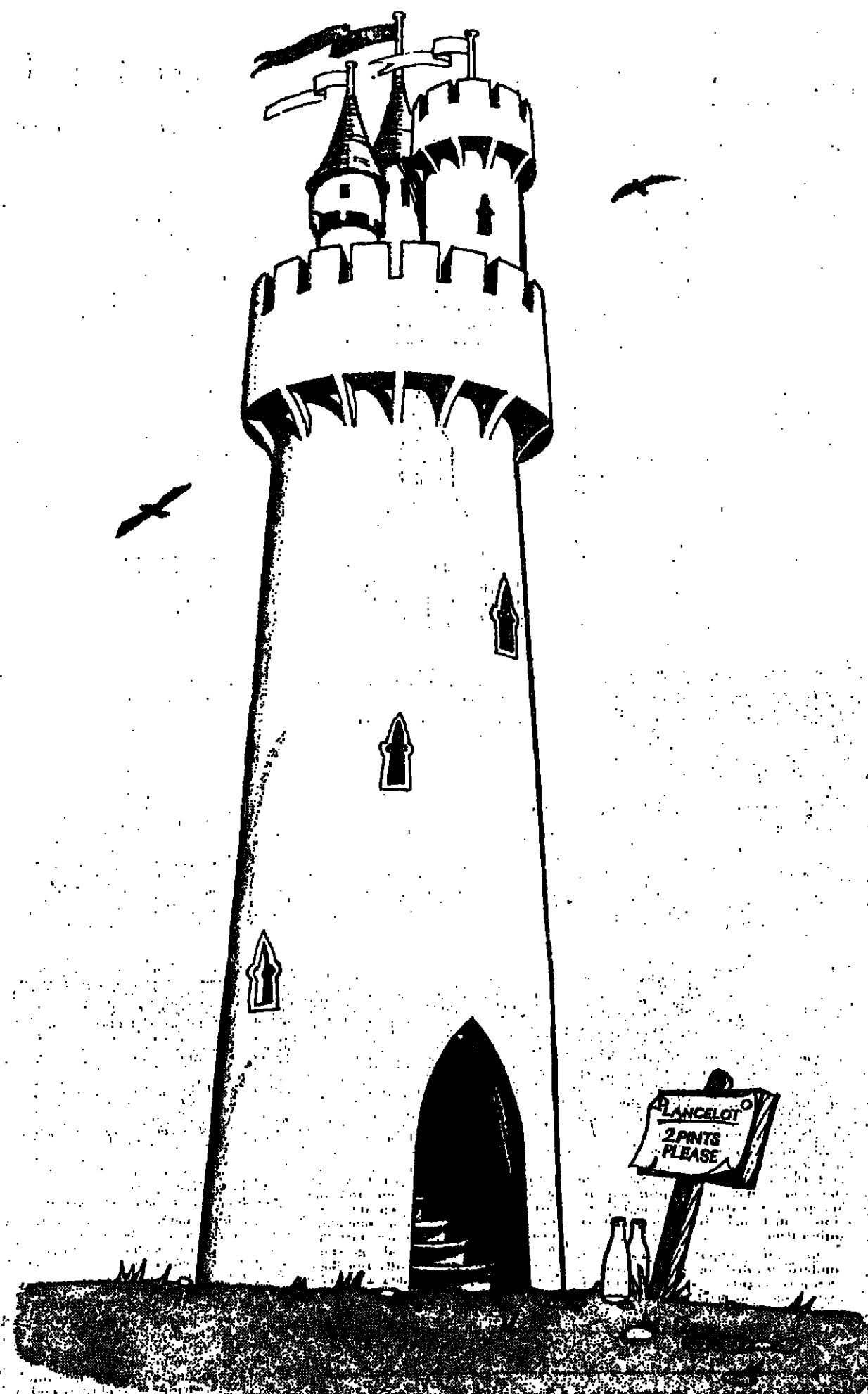
Although this particular batch of books is nearing the end of its sales life, they have so encouraged the publishers (and their authors) that a new generation of historical books are in the process of being written. The *On Location* series, on the other hand, has produced a series of places that children can visit and artifacts they can handle. The line drawings of *On Location* books are simple and clear, and the photographs are of places that children can visit and artifacts they can handle.

I have dwelt upon this personal experience at some length because it illustrates an important aspect of writing for children. Publishers are looking for books that are easy to use, that are visually appealing, and that are of high quality. The *On Location* series is a good example of this.

Personally I would like to see the aspiring author to produce a manuscript in the hope of being published. The idea might be saleable but the packaging would be so much upon the publisher.



A detail from *Seen in Britain*, an adult coffee table book composed entirely of material produced in *On Location*. It is nothing harder than writing a full-length book then having to rewrite it to meet a slightly different market, or reshape it so that it includes photographs or other line drawings than had been initially planned. Producing a successful book does not depend upon the author, publisher, or editor who stand their market and as



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# **BOROUGH OF HARINGEY** Education Service

**SEVEN SISTERS J.M. SCHOOL**  
SOUTH GROVE, N15 5QE  
**Deputy Head Teacher**  
(Group 6)

Required for September, 1980.  
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher. The school has been designated one of Social Priority and an additional allowance of £201/278 per annum is payable.  
London Allowance £809 payable.  
Removal expenses—100 per cent allowed, in approved cases.  
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 21st March 1980.

# **BOROUGH OF HARINGEY** EDUCATION SERVICE

**ST. FRANCIS DE SALES (RC) J.M. SCHOOL**  
Bretton Road, N17 8DA

**DEPUTY HEAD TEACHER (GROUP 5)**

Required for September, 1980.  
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher. The Managers wish to appoint a practising Catholic.  
Application forms obtainable from the undersigned (S.A.E.) to be returned to the Chairman of Managers, Rev. T. Keane, 720, High Road, N.17, by 21st March, 1980.  
London Allowance £809 payable.  
Removal expenses—100% allowed in approved cases.  
Chief Education Officer, Education Offices, Somerset Road, N.17.

# **BOROUGH OF HARINGEY** EDUCATION SERVICE

**SOUTH HARRINGAY J.M. SCHOOL**  
Maitland Road, N4 1BD

**DEPUTY HEAD TEACHER (GROUP 5)**

Required for September, 1980.  
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher. The school has been designated one of Social Priority and an additional allowance of £201/278 per annum is payable.  
London Allowance £809 payable.  
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# **BOROUGH OF HARINGEY** EDUCATION SERVICE

**HIGHGATE INFANTS SCHOOL**  
North Hill, N6 4ED

**DEPUTY HEAD TEACHER (GROUP 3)**

Required for September, 1980.  
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher.  
London Allowance £809 payable.  
Removal expenses—100% allowed in approved cases.  
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 21st March, 1980.

# **PRIMARY Deputy Headships continued**

**LIVERPOOL**  
DEPUTY HEAD TEACHER  
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**NEWCASTLE upon Tyne**  
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# **SANDWELL** EDUCATION DEPARTMENT

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**DURHAM**  
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**ENFIELD**  
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Removal expenses—100 per cent allowed, in approved cases.  
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 21st March 1980.

**Other Posts on Scale 2 and above**

**BARKING AND DAGENHAM**  
DEPUTY HEAD TEACHER  
Required for September 1980.  
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher. The school has been designated one of Social Priority and an additional allowance of £201/278 per annum is payable.  
London Allowance £809 payable.  
Removal expenses—100 per cent allowed, in approved cases.  
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 21st March 1980.

**NEWHAM**  
DEPUTY HEAD TEACHER  
Required for September 1980.  
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher. The school has been designated one of Social Priority and an additional allowance of £201/278 per annum is payable.  
London Allowance £809 payable.  
Removal expenses—100 per cent allowed, in approved cases.  
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 21st March 1980.

**WOLVERHAMPTON**  
DEPUTY HEAD TEACHER  
Required for September 1980.  
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**BRADFORD (City of)**  
DEPUTY HEAD TEACHER  
Required for September 1980.  
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher. The school has been designated one of Social Priority and an additional allowance of £201/278 per annum is payable.  
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DEPUTY HEAD TEACHER  
Required for September 1980.  
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London Allowance £809 payable.  
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Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 21st March 1980.

**DORSET**  
DEPUTY HEAD TEACHER  
Required for September 1980.  
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher. The school has been designated one of Social Priority and an additional allowance of £201/278 per annum is payable.  
London Allowance £809 payable.  
Removal expenses—100 per cent allowed, in approved cases.  
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 21st March 1980.

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Required for September 1980.  
Applications are invited from suitably qualified and experienced teachers for the post of Deputy Head Teacher. The school has been designated one of Social Priority and an additional allowance of £201/278 per annum is payable.  
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London Allowance £809 payable.  
Removal expenses—100 per cent allowed, in approved cases.  
Application Forms (S.A.E.) may be obtained from the Chief Education Officer, Education Offices, Somerset Road, N.17, to whom the forms should be returned by 21st March 1980.

# **North Devon** (Area Education Officer, Victoria Chambers, High Street, Barnstaple.)

**Sticklepath County Primary School,**  
Woodville Estate, Barnstaple, EX31 2HH. (Roll 436)

**ASSISTANT TEACHER Scale 3 (Re-advertisement)**  
Required September 1980 to take charge of INFANT department. Must have ability to organise a thematic type approach to learning in the department. Music an advantage. Previous applicants will be considered without reapplying. Closing date 21st March 1980.

**Harland County Primary School,**  
Harland, Bideford, EX38 6BP. (Roll 153)

**ASSISTANT TEACHER Scale 1**  
Required April or September 1980, for second year junior class. Closing date 21st March 1980.

**Bradworthy County Primary School,**  
Bradworthy, Holsworthy, EX22 7RT. (Roll 118)

**ASSISTANT TEACHER Scale 1**  
Required April or September 1980 for reception class. Closing date 21st March 1980.

**Barnstaple, The Park School,**  
Park Lane, Barnstaple, EX32 9AX. (Roll 1,120)

**HEAD OF ENGLISH Scale 4**  
Required September 1980 for this 11-16 Mixed Comprehensive School. Experience graduate to take charge of a well established department, and to teach English throughout the School to C.S.E. and 'O' level. This is an important post in the future development of the school. Closing date 21st March 1980.

**Barnstaple, Pilton School and Community College,**  
Cheddiford Lane, Barnstaple EX31 1RB. (Roll 1,215)

**TEACHER OF MATHEMATICS Scale 2**  
Required September 1980 for girls' P.E. in this 11-16 comprehensive school. To be primarily responsible for the administration of examination courses at C.S.E. and 'O' level. For a suitably experienced and qualified applicant this could become a second in department post. Closing date 21st March 1980.

**Great Torrington School,**  
Calvesford Road, Torrington EX38 7DJ. (Roll 800)

**ASSISTANT TEACHER Scale 1**  
Required September 1980 for girls P.E. in this 11-16 comprehensive school. Closing date 21st March 1980.

**Chulmleigh School and Community College,**  
Chulmleigh, EX18 7AA. (Roll 652)

**ASSISTANT TEACHER Scale 1 (Re-advertisement)**  
Required in this Group 9, 11-16 Comprehensive School from September 1980, to be in charge of METALWORK throughout the school. Ability to teach Technical Drawing an advantage. Previous applicants will be considered without re-applying. Closing date 21st March 1980.

# **East Devon** (Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter)

**Exmouth C. of E. (Aided) Primary School,**  
1 Beacon Place, Exmouth EX6 2SR. (Roll 170)

**HEAD TEACHER (Group 4)**  
Required September, 1980. Communicant member of the Church of England desired. Closing date 21st March 1980.

**Exeter Central C. of E. (5-8 years) First School,**  
St. Leonards Road, Exeter. (Roll 132)

**DEPUTY HEAD TEACHER (Group 3)**  
Required September 1980 a well qualified and experienced Infant/First School Teacher with a lively interest in current educational developments, able to offer leadership and expertise in language and other aspects of curriculum growth. Closing date 21st March 1980.

**Samford Peverell C. of E. Primary School,**  
Tiverton, Devon EX16 7BR. (Roll 74)

**ASSISTANT TEACHER Scale 1**  
Required April or September 1980 for infants, 5-7 age range. Ability to take junior games with girls and swimming highly desirable, also art and craft. Closing date 21st March 1980.

**Exm, St. James (12-16 years)**  
Comprehensive School  
Beacon Lane, Exeter. (Roll 705)

**TWO ASSISTANT TEACHERS Scale 1**  
Both required September 1980.

1. NEEDLECRAFT—special interest in creative work with textiles and teaching of fashion and dress to public examination level.

2. HOME ECONOMICS—to teach throughout the school. Special interest in child care an advantage. Closing date 21st March 1980.

**Seaton County Primary School,**  
Fore Street, Seaton. (Roll 313)

**ASSISTANT TEACHER Scale 1**  
Required April or September for Fourth Year juniors in the first instance Teacher with experience in modern MATHEMATICS and a working knowledge of Fletcher Maths Scheme. Must be prepared to give a lead in this area of the curriculum. Closing date 21st March 1980.

**Creddon, Queen Elizabeth's School and Community College,**  
Creddon, Devon. (Roll 1,700)

**HEAD TEACHER (Group 12)**  
Required January 1981, due to the retirement of present Headmaster. The salary range is £11,558-£12,309, with emoluments for non-residential responsibilities in connection with Boarding Education (the School has places for 130 boarding pupils) and an additional proportion of salary for Community College responsibilities. Closing date 28th March 1980.

**Sidmouth County Secondary School,**  
Primley Road, Sidmouth. (Roll 835)

**ASSISTANT TEACHER Scale 1**  
Required April or September 1980 to teach ART throughout the school. An interest in Photography and Screen Printing will be a distinct advantage. Closing date 21st March 1980.

**Exeter, The Priory (12-16 Comprehensive) High School,**  
Earl Richards Road South, Topsham Road, Exeter. (Roll 780)

**4 ASSISTANT TEACHERS Scale 1**  
1. FRENCH. Required April or September 1980. French is a core subject in Lower School and is offered as an option to 'O' level and C.S.E. in Years 4 and 5. An undertaking to organise a very well established school exchange a strong recommendation.  
2. REMEDIAL EDUCATION/BOYS' P.E. To join the Compensatory Education team helping a group of some 35 children in Lower School and 25 in Senior School. Games and P.E. facilities are excellent.  
3. TWO ENGLISH. Required April or September 1980. Teaching is heavily organised on a blocked timetable. Language and Literature is offered to 'O' level and C.S.E. Interest in Drama or Library work an advantage. Closing date for each post 21st March 1980.

**Exmouth (11-16 Comprehensive) School,**  
Gipsey Lane, Exmouth. (Roll 2,540)

**ASSISTANT TEACHER Scale 1**  
Required April or September 1980 for MATHEMATICS to work either in 11-16 or 11-18 (including Scholarship work) age range. Well equipped department following a modern syllabus. Re-advertisement. Closing date 21st March 1980.

# **West Devon** (Area Education Officer, Civic Centre, Plymouth)

**Whitchurch County Primary School,**  
Whitchurch, Tavistock, PL18 9ED. (Roll 165)

**DEPUTY HEAD TEACHER Group 3**  
Required September 1980 an Infant trained teacher with junior experience to take charge of an UPPER INFANT class. Closing date 21st March 1980.

**Woodfield Junior School,**  
Taiton Avenue, Whiteleigh, Plymouth, PL6 4HP. (Roll 235)

**DEPUTY HEAD TEACHER Group 4**  
Required September 1980. Closing date 21st March 1980.

**Devonport High School for Girls,**  
Lyndhurst Road, Peverell, Plymouth, PL2 3D. (Roll 636)

**HEAD OF ENGLISH DEPARTMENT Scale 4**  
Required September 1980 at this three form entry Grammar School with approximately 80 in the Sixth Form. A graduate with wide experience to teach throughout the school to 'O', 'A' and 'S' levels and to prepare pupils for the Oxtbridge Entrance examinations. Closing date 14th March 1980.

**Ivybridge School,**  
Hartford Road, Ivybridge, PL21 0JA. (Roll 1,340)

**ASSISTANT TEACHERS Scale 1**  
1. PHYSICS. With opportunity to teach 'A' level.  
2. FRENCH. Required April 1980 to teach 'O' level with the possibility of 'A' level work. Closing date for both posts 21st March 1980.

**Public Secondary for Girls,**  
Coboury Street, Plymouth, PL1 1SX. (Roll 480)

**ASSISTANT TEACHER Scale 1**  
Required to teach BIOLOGY to C.S.E./G.O.E. 'O', 'A' level, together with some Lower School Integrated Science. Closing date 21st March 1980.

**Coombe Dean School,**  
Flynnstock, Plymouth PL8 8ES. (Roll 800)

**ASSISTANT TEACHER OF PHYSICS Scale 1**  
Required for September 1980, a graduate of PHYSICS to teach throughout the school to 'O' and 'A' level. Closing date 21st March 1980.

**Plymouth School,**  
Church Road, Plymouth, Plymouth, PL9 9AZ. (Roll 1,500)

**TEMPORARY ASSISTANT TEACHER Scale 1**  
Required April 1980 for METALWORK with some Technical Drawing. One term appointment, with possibility of permanency. Closing date 21st March 1980.

**Plymouth High School for Girls,**  
St. Lawrence Road, Plymouth, PL4 8HT. (Roll 385)

**ASSISTANT TEACHER FOR ART Scale 2**  
Required September 1980 to be responsible for ART throughout school, including 'O' and 'A' level courses. Closing date 14th March 1980.

**Devonport High School for Boys,**  
Paradise Road, Stoke, Plymouth, PL1 5OP. (Roll 608)

**ASSISTANT TEACHER Scale 1**  
Required Summer Term only for HISTORY, possibly permanent appointment taking subject throughout school to 'A' level. This is a boys' grammar school with a strong academic tradition. Closing date 14th March 1980.

**Eggbuckland Comprehensive School,**  
Westcott Close, Eggbuckland, Plymouth, PL8 5YB. (Roll 180)

**ASSISTANT TEACHER Scale 1**  
Well qualified and experienced teachers are required for September to fill the following posts in this new 11-18 Comprehensive School, which opened in 1978 with 180 first year pupils.  
1. BOYS' PHYSICAL EDUCATION AND GAMES. To develop the already firmly established network of extra-curricular sporting activity. Association Football and Athletics welcomed with an additional subject.  
2. FRENCH/SPANISH. To teach both subjects across the ability range to 'O' level and C.S.E. and to offer one at 'A' level standard.  
3. MATHEMATICS. To join the team of teachers developing the Mathematics curriculum. Ability to teach across the whole ability range welcomed. Closing date 21st March 1980.

# **South Devon** (Area Education Officer, Oldway, Paignton)

**Brixham Gaimpton C.E. (Aided) Primary School,**  
Greenway Road, Gaimpton, Brixham. (Roll 176)

**DEPUTY HEAD TEACHER Group 4**  
Required September 1980. Applicants should be interested in curriculum development and furthering home/school relationships. Ability to take Boys Games an advantage. Please state Church membership. Closing date 3rd April 1980.

**Brixham, Eden Park Junior School,**  
Eden Park. (Roll 331)

**ASSISTANT TEACHER Scale 2**  
Required September 1980 to be responsible for part of the integrated programme related to social, moral and religious studies. 'Girls' P.E. and Games an advantage. Closing date 21st March 1980.

**Brixham School and Community College,**  
Higher Ranscombe Road, Brixham. (Roll 688)

**HEAD TEACHER (Group B)**  
Required September 1980 for the Secondary Modern School. Additional Allowance of 10 per cent salary will be paid for the Wardenship of the Community College. Closing date 17th March 1980.

**Cuthbert Mayne (Aided) Comprehensive School,**  
Trummers Road, Torquay (Roll 781)

**1. HEAD OF SCIENCE DEPARTMENT Scale 4**  
**2. HEAD OF PHYSICS DEPARTMENT Scale 3**  
Required at this Group 10, 11-18 mixed school. Closing date 21st March 1980.

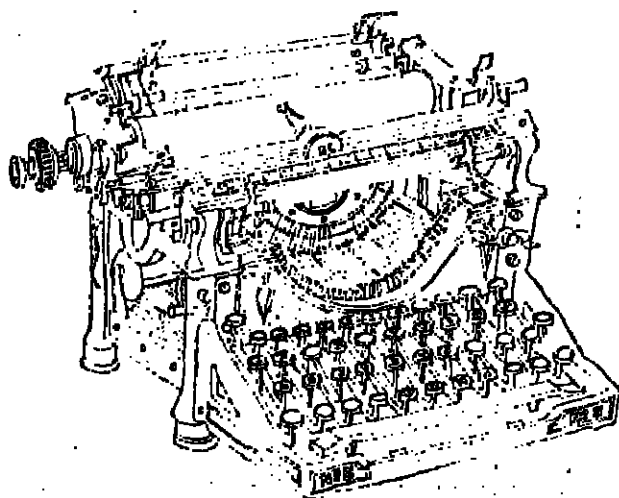
**Kingsbridge School and Community College,**  
Kingsley Road (Roll 1,120)

**Required September for this Group 11, mixed 11-18 Comprehensive School,**

Gymnasium, extensive playing fields. Wide sporting interests sought, hockey qualification essential.

**2. ASSISTANT TEACHER Scale 1**  
For FRENCH, mainly in Lower School (11-13), with some examination work. Subsidiary Latin or German preferred. Interest in school exchanges essential. Closing date 21st March 1980.





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THE TIMES Educational Supplement

## Middle School Education

### Headships

**BUCKINGHAMSHIRE**  
**BUCKINGHAMSHIRE**  
MIDLETON CHURCH MIDDLE SCHOOL  
MIDLETON CHURCH, Bucks. MK45 2JL  
Headship vacant for September 1980. The school is a mixed comprehensive school with 11-18 years. The Headmaster is a man of high calibre and the school is well known for its high standards of achievement. The Headmaster is a man of high calibre and the school is well known for its high standards of achievement.

**Other than by Subject Classification**  
**Scale 2 and above**

### Deputy Headships Senior Masters/Mistresses

**BALEING**  
BALEING SCHOOL  
BALEING, Wiltshire. SN1 2JL  
Headship vacant for September 1980. The school is a mixed comprehensive school with 11-18 years. The Headmaster is a man of high calibre and the school is well known for its high standards of achievement. The Headmaster is a man of high calibre and the school is well known for its high standards of achievement.

**By Subject Classification**  
**Mathematics**  
**Other Posts on Scale 2 and above**

**MERTON**  
MERTON SCHOOL  
MERTON, London. SW19 9JL  
Headship vacant for September 1980. The school is a mixed comprehensive school with 11-18 years. The Headmaster is a man of high calibre and the school is well known for its high standards of achievement. The Headmaster is a man of high calibre and the school is well known for its high standards of achievement.

### Scale 1 Posts

**BEDFORDSHIRE**  
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### Physical Education

### Scale 1 Posts

**DORSET**  
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### Science

### Other Posts on Scale 2 and above

**BRADFORD (City of)**  
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**HUMBERSIDE**  
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## Scale 1 Posts

**HERTFORDSHIRE**  
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### Other than by Subject Classification

### Other Posts on Scale 2 and above

### DUDLEY

**METROPOLITAN BOROUGH OF DUDLEY**  
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### Scale 1 Posts

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## Oxfordshire

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### Other than by Subject Classification

### Other Posts on Scale 2 and above

### DUDLEY

**METROPOLITAN BOROUGH OF DUDLEY**  
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## Kent

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### Other than by Subject Classification

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### DUDLEY

**METROPOLITAN BOROUGH OF DUDLEY**  
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## Secondary

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### Other than by Subject Classification

### Other Posts on Scale 2 and above

### DUDLEY

**METROPOLITAN BOROUGH OF DUDLEY**  
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## Wiltshire

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### Other than by Subject Classification

### Other Posts on Scale 2 and above

### DUDLEY

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## Wiltshire

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### Other than by Subject Classification

### Other Posts on Scale 2 and above

### DUDLEY

**METROPOLITAN BOROUGH OF DUDLEY**  
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## (DIOCESE OF WAKEFIELD) CALDERDALE METROPOLITAN BOROUGH COUNCIL

**EDUCATION DEPARTMENT**  
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### Other Posts on Scale 2 and above

### DUDLEY

**METROPOLITAN BOROUGH OF DUDLEY**  
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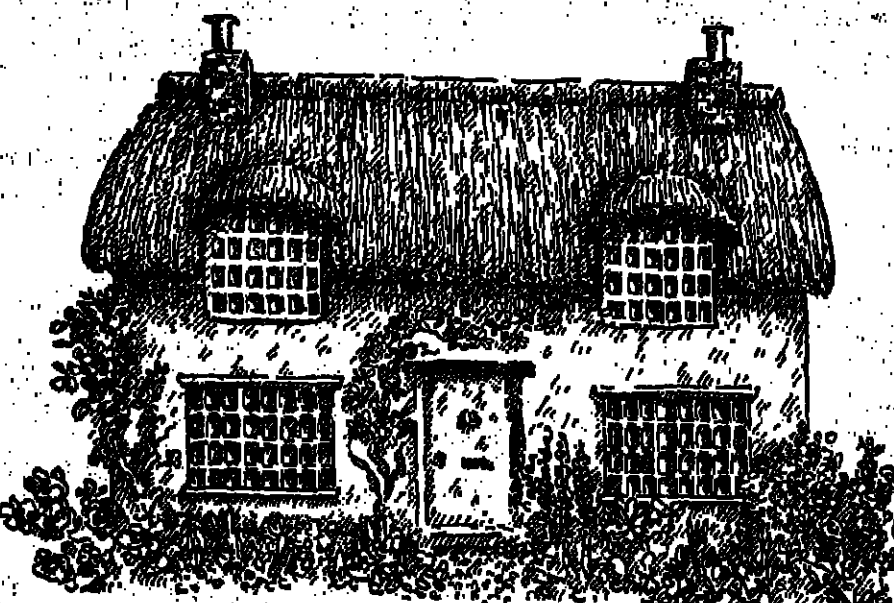








**'THE TIMES'**  
**Educational Supplement**



for September, 1980.  
 R for GIRLS' PHYSICAL  
 ION to teach a full range  
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ALL INFORMATION CONTAINED HEREIN IS UNCLASSIFIED  
DATE 08-11-2010 BY 60322 UCBAW/SJS/STP

**CROYDON**  
TOWN PALACE GROUND,  
Croydon, Surrey.  
Admission Free Independent.

Applications with the names of  
members and contributions to  
be sent as soon as possible  
to the Secretaries, and placed  
in the Old Palace Road, London  
W14 9AN.

**THE SCHOENBOURNE SCHOOL**  
Dartford, Kent, DA10 1DA  
Telephone: 0473 633111. Local 0473 633112  
1.700 on toll, 1.00 in night  
**TEACHERS OF PHYSICS** (Sept 1)  
required for September.

Able to teach up to C.S.I. and  
A-level. Must have a good command of  
English. A good knowledge of A-level  
work is available for a suitably  
qualified candidate.

Applications by letter (no forms)  
giving curriculum vitae, including  
three references, to the Headmaster, A  
two professional referees should be  
sent to the Headmaster as soon as  
possible.

Further details may be obtained  
by telephoning the school (Dartford).

**DERRYSHIRE**  
**WINTERBORN SCHOOL**  
Common Lane, Blyresbrook  
Mansfield, Notts. N19 0UF  
1,600 pupils on roll; aided,  
comprehensive  
Required for April, temporary or  
permanent TEACHER of SCIENCE  
for Lower School (Years 1 and 2).  
Applications by letter with cur-  
riculum vitae and details of  
reference to the Headmaster at the  
school (B.A.E.).

70 Sixth Form 160)  
sex.  
(of)

possible. A well qualified  
to share the teaching  
and A' level. The school  
and its own organ. Wide

(Giles)  
Road, Hornchurch, Essex.  
B.Ed.  
**STUDIES**  
n or as soon as possible

possible to teach Chem  
level and C.S.E. Teaching  
Scale 2 post for a full  
academic

**L SUBJECTS.**  
**WORK SPECIALIST.**  
Term: 1980. Design: based  
are taught in modern, well-  
available.


**ATIONS**  
possible to teach the subject  
with some 'A' level work.  
an advantage.

## TEACHER OF BIOLOGY

\_\_\_\_\_

**—WOODWORK METALWORK SPECIALIST.**  
Scale: 1/2; required: Summer Term 1980. Design based methods and traditional skills are taught in modern, well-equipped rooms. Scale 2 post available. ...

**TEACHER OF MATHEMATICS**  
Scale 1, required as soon as possible to teach the subject up to C.S.E. and 'O' level with some 'A' level work. Interest in Boys' P.E. would be an advantage.

 **Havering**

**TEACHER OF BIOLOGY**  
Scale 1, required as soon as possible, to teach the subject to 'O' level/C.S.E. and Junior Nuffield Science. Good laboratory facilities.

**Havering**































**Bolton College of Education (Technical)**  
College affiliated to the University of Manchester  
A national and regional centre for the professional education and training of staff in further and higher education  
**FACULTY OF TEACHING STUDIES**  
(Business, General and Social Studies)

## LECTURER II/ SENIOR LECTURER IN BUSINESS STUDIES CURRICULUM AND METHOD

A well-qualified and enthusiastic person is required to plan and participate in courses for intending and serving teachers in post-compulsory education who are concerned with the teaching of Business Calculations, Statistics, Accounting and other numeracy-based subjects in a Business Studies context. Salary scale: £4,806-£6,371.

Application forms and further details are obtainable from the Senior Administrative Officer, Bolton College of Education (Technical), Chadwick St., Bolton BL2 1JW. Tel: 0204 22132. Closing date for applications: 28th March, 1980.

**ilea**  
INNER LONDON  
EDUCATION AUTHORITY

Industrial Language Training Units

## Two Senior Lecturers

required as Directors of these Units serving Inner London, one North and the other South of the River Thames.

The Units specialise in communication training for the multi-racial workplace. The Directors will:

- supervise and support a team of development workers who are involved in ESL and management/union training;
  - promote the work to local employers;
  - organize the internal administration of the Units.
- Burnham (FE) Senior Lecturer salary scale: £7,092-£8,280 plus 1980 London Allowance (subject to formal approval). The successful candidate will be given a house allowance and removal expenses.

Details and application forms by 27 March 1980, from: Education Officer (ECB), The County Hall, SE1 7PB (stamped addressed envelope).



West Glamorgan Institute of Higher Education

## HEAD OF THREE DIMENSIONAL STUDIES

(Principal Lecturer Grade) Applications are invited for this important and challenging post which includes responsibility for the organization, management and development of courses in Architectural Studies, Glass, Industrial Design, Ceramics, Metal/Mosaic and Jewellery. The successful candidate should have graduate or equivalent academic or professional qualifications and wide experience in Design Education. Experience in the preparation and development of degree submissions in the related design areas would be an added advantage. (Post Ref. HE1/5/12/78/TEB).

Salary range: £6,256-£8,210,362

## HEAD OF VISUAL COMMUNICATION

(Principal Lecturer Grade) Applications are invited for this important and challenging post which includes responsibility for the organization, management and development of courses in Scientific and Technical Illustration, Graphic Design and Photography. The successful candidate should have graduate or equivalent academic or professional qualifications and wide experience in Design Education. Experience in the preparation and development of degree submissions in the related design areas would be an added advantage. (Post Ref. HE1/4/12/78/TEB).

Application forms and further particulars are available from the Principal, West Glamorgan Institute of Higher Education, Townhill Road, Trehafod, Swansea. Please send a stamped addressed envelope, and please note the closing date for the receipt of completed application forms is Thursday, 20th March 1980.

John Bales  
DIRECTOR OF EDUCATION

## Adult Education

### EAST SUSSEX

Mr. M. PUGH

Applications are invited for a well-qualified and enthusiastic person to take responsibility for the adult education provision in the district. The successful candidate will be responsible for the organization, management and development of courses in a wide range of subjects. The post is a full-time position. Salary: £5,740-£6,450.

Further details and application forms are available from the Principal, East Sussex Adult Education, 111, High Street, Hove, BN1 1AB. Tel: 0232 31111. Closing date: 28th March 1980.

**MIDDLESEX BOROUGH COLLEGE**  
Applications are invited for a well-qualified and enthusiastic person to take responsibility for the adult education provision in the district. The successful candidate will be responsible for the organization, management and development of courses in a wide range of subjects. The post is a full-time position. Salary: £5,740-£6,450.

Further details and application forms are available from the Principal, Middlesex Borough College, 111, High Street, Hove, BN1 1AB. Tel: 0232 31111. Closing date: 28th March 1980.

## Community Homes and Associated Institutions

### Other Appointments

**STATES OF JERSEY**  
EDUCATION COMMITTEE  
LCS CHANGES RESIDENTIAL

Two Oils, St. Saviour's, Jersey, are required for the teaching of English and French in the States of Jersey. The successful candidate will be responsible for the organization, management and development of courses in a wide range of subjects. The post is a full-time position. Salary: £5,740-£6,450.

Further details and application forms are available from the Principal, States of Jersey Education Committee, 111, High Street, Hove, BN1 1AB. Tel: 0232 31111. Closing date: 28th March 1980.

## County of Cleveland TEACHER

Required at:  
**FARNDALE ROAD COMMUNITY HOME**  
which caters for 34 boys

Applications are invited for this post which requires a high level of perception, imagination, stamina and initiative. The successful candidate will be responsible for the organization, management and development of courses in a wide range of subjects. The post is a full-time position. Salary: £5,740-£6,450.

Further details and application forms are available from the Principal, County of Cleveland Education Committee, 111, High Street, Hove, BN1 1AB. Tel: 0232 31111. Closing date: 28th March 1980.

**St. Mary's College**  
Strawberry Hill

This is a Catholic College of Higher Education. It offers a wide range of courses in a wide range of subjects. The post is a full-time position. Salary: £5,740-£6,450.

Further details and application forms are available from the Principal, St. Mary's College, 111, High Street, Hove, BN1 1AB. Tel: 0232 31111. Closing date: 28th March 1980.

**St. Mary's College**  
Strawberry Hill

Applications are invited for the following permanent appointments:  
**Head of Education Department**  
Grade V or VI  
Date of appointment: 1st September 1980

**Lecturer II/Senior Lecturer in Mathematics**  
A Higher Degree is an essential qualification for this post. Experience of teaching at undergraduate level is desirable.

Further details and application forms are available from the Principal, St. Mary's College, 111, High Street, Hove, BN1 1AB. Tel: 0232 31111. Closing date: 28th March 1980.

Application forms and further particulars are available from the Principal, St. Mary's College, 111, High Street, Hove, BN1 1AB. Tel: 0232 31111. Closing date: 28th March 1980.

**Kingsbridge School and Community College, Kingsley Road**

## Adult/Community Tutor

required September 1980, or earlier if possible, to work in all aspects of Community Education, but with particular responsibility for Adult Education. Salary scale Burnham F.E. Lecturer II.

Further details and application forms from Warden (s.a.e. to school). Closing date: 21st March 1980.

## DEVON

**H.M. Prison Highpoint, Stradishall, Suffolk**

(In association with the West Suffolk College of Further Education)

## FULL-TIME TEACHER

Applications are invited from suitably qualified and experienced teachers.

Salary: F.E. Grade I.

Salary scale £3,768-£6,436

Further particulars and application forms (S.A.E. please), from County Education Officer, (Ref. FJB), Education Department, Grimwade Street, Ipswich IP4 1LJ, Suffolk.

**H.M. PRISON, MAIDSTONE**  
Education Department

Appointment of  
**Deputy Education Officer**

Applications are invited from men and women with teaching qualifications and suitable experience for the post of Deputy Education Officer. This post is to be filled in September 1980 or earlier if possible. Salary: Burnham Further Education Senior Lecturer Scale (£7,092-£8,280).

Application form and further particulars (enclose S.A.E.) obtainable from the County Education Officer (Ref. T4), Maidstone, Kent ME14 2LJ. Completed forms should be returned by 28th March 1980.

**KENT COUNTY COUNCIL**

**County Youth Service**  
**YOUTH WORKER**

Houghton Regis Youth Club  
Applications are invited from suitably qualified and experienced candidates for this post. The Club is situated in a town on the outskirts of the Luton/Dunstable conurbation in South Bedfordshire and the post offers excellent experience in a progressive and expanding youth service. Salary: £2,450-£4,401.

Further details and application forms are available from the Principal, County Youth Service, 111, High Street, Hove, BN1 1AB. Tel: 0232 31111. Closing date: 28th March 1980.

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## ASSESSMENT CENTRES

**YOUTH AND COMMUNITY SERVICE**  
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## CBT THE CENTRE FOR BRITISH TEACHERS TEACH ENGLISH IN GERMANY

For the last 11 years, CBT, at the request of West German Ministries of Education, has employed more than 2,000 British teachers of English in Secondary Schools and further Education establishments. CBT is now recruiting teachers of English for the Ministry of Education in Nordrhein-Westfalen for the academic year 1980/81.

**Qualifications:** Applicants should have:

- a university degree
- a recognised teaching qualification
- teaching experience
- a good knowledge of German

**Contracts and Salaries:** Contracts run from 29th July 1980, for one year initially. Salaries range from £450-£580 a month (£5,400-£6,960 per annum) FREE OF GERMAN TAX. Salaries are paid in Germany (approx. DM 4 - £1).

**National Insurance and Superannuation:** Employer's contribution to British National Insurance and to DES Superannuation are also paid.

**Relocation:** Advice is given by CBT's Relocation Department to teachers returning from Germany, and service with CBT is recognised by British Educational Authorities as full teaching service for initial incremental purposes.

**For details and application forms:** The Centre for British Teachers (79), Quality House, Quality Court, Chancery Lane, London WC2A 1HP. Tel: 01-242 2882/3.

Applications are invited for the following appointments at Malawi and Mombasa Polytechnics:

## MALAWI POLYTECHNIC

### LECTURER IN TELECOMMUNICATIONS

£5243 - £8763

To teach Part II of CGLT course 271 and work in close co-operation with the Malawi Post Office and other interested bodies. Candidates should have, at the minimum, Full Technological Certificate and considerable relevant industrial experience. Considerable teaching and overseas experience desirable. Appointment on agreement with the Board of Governors for two years initially, preferably from September 1980.

## MOMBASA POLYTECHNIC

### LECTURER IN TELECOMMUNICATIONS

£7179 - £10,310

To teach and develop practical work on updated CGLT course 271, communications option of Higher Diploma course, and participate in development of new laboratory and teaching areas and courses. Candidates should have degree, HND or comparable qualification, and knowledge of CGLT 271 with communication, radio or microwave and radar options, digital communication methods, pulse modulation transmitters and receivers. Industrial and teaching experience desirable.

Appointment on agreement with the Kenya Government for 30-36 months initially.

The salaries above include a supplement, normally payable by the British Government to citizens of the United Kingdom, free passage, education allowance and holiday visit passages for children, and subsidised accommodation. Appointment grant and interest-free car loan payable in certain circumstances.

For further details and application form please write, stating post(s) concerned, to Recruitment Unit, PETEC (Technical Education and Training Organisation for Overseas Countries), Decca House, 17/19 Decca Street, London SW1R 6DT.

## Tetec







